DOCUMENT RESUME

ED 317 557 TM 014 576

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TITLE Validity Study of the College Board Achievement Test in Russian Listening-Reading at U.T. Austin during the Academic Year 1986-1987.
INSTITUTION Texas Univ., Austin. Measurement and Evaluation Center.
REPORT NO RB-87-5
PUB DATE Nov 89
NOTE 70p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Students; Correlation; Decision Making; *Equivalency Tests; Higher Education; Language Proficiency; *Language Tests; Listening Comprehension Tests; Multiple Choice Tests; Reading Tests; *Russian; Second Language Learning; *Student Placement; Test Interpretation; *Test Validity
IDENTIFIERS College Board Achievement Tests; Placement Tests; *Russian Listening Reading Achievement Test

ABSTRACT

The University of Texas at Austin conducted a validity study of the College Board Achievement Test in Russian Listening-Reading during the 1986-87 academic year. The test, a multiple-choice test with audio-taped and reading portions, was administered to 298 students in 22 sections of 8 courses in Russian. The purpose was to revalidate the test as a course placement instrument for students with prior knowledge of Russian and to determine the scores to be used by the University's Department of Slavic Languages in making decisions about course placement and credit by examination. Analysis of the data was based on 295 sets of test scores, preliminary course grades, and final course grades. A final set of six guidelines was developed for faculty selection of decision scores for the various course levels. The correlation coefficients, higher than usual for validity studies conducted by the Center for Measurement and Evaluation at the University, suggested a strong positive relationship between the content of the test and that of the lower-division Russian courses, as well as a strong positive relationship between student performance on this test and grades assigned by instructors. Nineteen tables in the text and 33 in the appendices give test results for the various course levels. (SLD)

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VALIDITY STUDY OF THE COLLEGE BOARD ACHIEVEMENT TEST IN RUSSIAN LISTENING-READING AT U.T. AUSTIN DURING THE ACADEMIC YEAR 1986-1987

Anne B. Appenzellar and H. Paul Kelley

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November 1989

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Anne B. Appenzellar and H. Paul Kelley

At the request of the Department of Slavic Languages, the Measurement and Evaluation Center (MEC) at The University of Texas at Austin conducted a validity study of the College Board Achievement Test in Russian Listening-Reading during the 1986-1987 academic year. With the leadership of the undergraduate adviser and the cooperation of eight additional participating instructors, the test was administered to 298 students in 22 sections of eight courses across the fall and spring semesters.

The two-fold purpose of the study was (a) to re-validate the use of the test as the placement instrument to guide students with prior knowledge of Russian into courses appropriate for their levels of skill in use of the language and (b) to determine the test scores to be used by the department in making decisions about course placement and credit by examination.

Method

Subjects

At the end of the 1986 fall semester, the department's placement test was administered to 157 (79%) of the 200 students who had enrolled in September in the following three courses:

Russian 506	(First-Year Russian I):	6 sections	(N tested = 90)
Russian 804	(Accelerated First-Year Russian):	1 section	(N tested = 13)
Russian 312K	(Second-Year Russian I):	4 sections	(N tested = 54)

At the end of the 1987 spring semester, the MEC administered the placement test to 141 (92%) of the 153 students who had enrolled in January in the following five courses:

Russian 507	(First-Year Russian II):	5 sections	(N tested = 71)
Russian 507T	(First-Year Russian II-Translation):	1 section	(N tested = 9)[1]
Russian 312L	(Second-Year Russian II):	3 sections	(N tested = 49)
Russian 612	(Accelerated Second-Year Russian):	1 section	(N tested = 6)
Russian 312N	(Second-Year Russian II-Technical):	1 section	(N tested = 6)[1]

[1] Because this course is not a four-skills course (listening, reading, speaking, writing), students were given only the Reading Section of the placement test.

Additional information about the eight courses may be found in Appendix A: Placement and Credit by Examination for Russian 1986-1987.

Materials

Since the spring semester of 1971, the College Board Achievement Test in Russian Listening-Reading has been the department's placement instrument for course placement of students who are continuing their study of Russian at U.T. Austin. In addition, satisfactory performance on the test [2] and during a personal interview with the undergraduate adviser qualifies the student for credit by examination in one or more of the following six courses: Russian 506, 507, 312K, 312L, 218A and 218B (Russian 218A and 218B = Practice in Spoken Russian).

The College Board Achievement Test in Russian Listening-Reading is a multiple-choice test divided into two sections: a 20-minute audio taped listening portion with 40 questions and a 40-minute reading portion with 60 questions. It is designed to measure the student's skill and knowledge of Russian in four areas: listening comprehension, grammatical control, reading comprehension, vocabulary mastery. A more detailed description of the test and sample questions are to be found in Appendix A.

As a general policy, the undergraduate adviser has used a test score of 410 on the Achievement test's 200 - 800 scale as the decision score to screen students who will be considered for credit by examination in Russian 506; however, his evaluation of the student's understanding of the language during the personal interview has determined course placement and the award of credit by examination in one or more lower-division courses.

Procedure

During the fall of 1985, several instructors of lower-division Russian courses met with MEC staff members to make plans for a validity study during the 1986-1987 academic year. They discussed first the merits of several alternative tests that might replace the College Board Achievement Test in Russian Listening-Reading. Finding no suitable test that also provided for the security of test items, the faculty members later re-evaluated the content of an inspection copy of the Achievement test and decided to proceed with a concurrent validity study of the present placement test -- that is, a study to relate test scores made by students at the end of the semester with their performances in the courses included in the study.

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2 Prior to the current study, satisfactory performance on the test at the first-year level was considered to be a Composite Score of 410; it was used by the department as a guideline to screen candidates who were being evaluated during the interview for credit in Russian 506 and 507 and placement into Russian 312K. Students with Composite Scores in ranges from 500 to 800 were awarded additional credit and were given more advanced placement.

By agreement with the nine participating faculty members, the Achievement test was administered by MEC staff members as the second part of the students' final examinations at the end of the 1986 fall and 1987 spring semesters, with the students' performances on the test counting 5% or 10% of their final examination grades in the eight courses.

The data collection phase of the study included the preparation by each instructor of a class roster of preliminary course grades; those grades represented the instructors' evaluations of the students' course work up to, but not including, the final examination in each course. For most sections, the preliminary course grades were reported to the MEC on a numerical scale of 0 - 100; those grades were then converted to scales of 0 - 14 (E- through A+) and 0 - 4 (E through A). In certain cases, the instructors submitted their preliminary course grades on the 0 - 14 scale; those grades were then converted to the 0 - 100 and 0 - 4 scales by the MEC.

During the Report Sessions that followed test administrations, MEC staff members exchanged test results for the instructors' rosters of preliminary course grades. The test results provided for each section an alphabetical roster with each student's Listening, Reading, and Composite Scores on the 200 - 800 scale, a roster with students listed in descending order of their Composite Scores, frequency distributions of the three scores, and the mean (average) score and standard deviation (a measure of variability) of those scores. (For Russian 507T and 312N, the rosters reported only Reading Scores because those sections were asked to take only the reading section of the test.)

Analyses of the data collected during the 1986 fall and 1987 spring semesters included for each course the following data:

- Crosstabulations of Composite Test Scores (Reading Scores only for Russian 507T and 312N) with Preliminary Course Grades on the 0 - 14 scale,
- Descriptive statistics for the 15 grade groups (0 - 14), the two combined grade groups (Unsatisfactory Performance: 0 through 5 and Satisfactory Performance: 6 through 14), and the total group,
- Coefficients of correlation between Composite Scores (Reading Scores for Russian 507T and 312N) and Preliminary Course Grades on the 0 - 100, 0 - 14, 0 - 4 scales and between those test scores and Final Course Grades on the 0 - 4 scale, which were obtained by MEC's data processing division from University records,
- Regression equations to obtain Expected Scores from the Preliminary Course Grades and Expected Grades from the Composite (or Reading) Scores.

In addition, tables were prepared from the results of the above analyses to show accuracy of placement for each of a selected number of possible decision scores and to suggest possible decision scores corresponding to six guidelines for selecting such scores.

Results

Analyses of the data collected during the 1986-1987 academic year were based upon 295 matching sets of test scores, preliminary course grades, and final course grades.

Table 1 reports descriptive statistics for each of the eight courses under study. Mean Listening, Reading, and Composite Scores (Reading Scores only for Russian 507T and 312N) are shown to the left side of the table; they are followed by the standard deviations of those scores. Mean course grades, both Preliminary (0 - 100, 0 - 14, 0 - 4) and Final (0 - 4), are recorded in the center of the table, while to the right are the coefficients of correlation between Composite Scores (Reading Scores for Russian 507T and 312N) and the Preliminary Course Grades and the Final Course Grades. Table 2 reports the same types of data for the four semester levels of the four-skill courses: Russian 506, Level I; Russian 507 and 804 combined, Level II; Russian 312K, Level III; Russian 312L and 612 combined, Level IV.

Tables 3.1 - 3.4 through Tables 6.1 - 6.4 present, by semester level, the results of the analyses outlined in the previous section for the 280 students who took both the listening and reading sections of the test. Similar tables for the 15 students who took the reading section only are presented in Appendix B (Tables 12.1 - 12.4 and 13.1 - 13.4).

For example, Tables 3.1 - 3.4 report the results for the 89 students who completed Russian 506 at the end of the 1986 fall semester. Table 3.1 displays the frequency distributions of Composite Scores crosstabulated with the 15 preliminary grades (0 - 14 scale) assigned to the students. The first column to the left lists the Composite Scores in three score ranges (200 - 250, 610 - 690, 700 - 800) at the bottom and top of the column and in 10-point intervals from 260 - 600.[3] The middle section of columns gives the number of students making each Composite Score, crosstabulated with the 15 preliminary grades. The column to the right tallies the total number of students making each Composite Score. Across the bottom are four rows of data showing the number and percentage of students in each of the 15 grade groups and the mean Composite Score and the standard deviation of those scores in each grade group. To the bottom right are descriptive statistics for the total group of 89 students: their mean Composite Score of 371.01 and the standard deviation of 35.57, their mean Preliminary Course Grade of 10.30 (B on the 0 - 14 scale) and the standard deviation of 2.83, and the coefficient of correlation (.50) between the 89 Composite Scores and the 89 Preliminary Course Grades.

In addition, the bottom row of Table 3.1 records the Expected Scores estimated for each grade group by use of a regression equation (see the second equation below the table); for Russian 506, the Expected Score ranged from 306 for the E- (0) grade group to 394 for the A+

[3] The reader should keep in mind that the third digit of a Composite Score on this test is always zero.

Table 1
Descriptive Statistics for Eight Lower-Division Russian Courses: Mean Scores and Mean Preliminary/Final Course Grades, Their Standard Deviations, and the Coefficients of Correlation Between Composite/Reading Scores on The College Board Achievement Test in Russian Listening-Reading and Preliminary/Final Course Grades
Russian Validity Study, 1986-1987
(N = 295)

Course	N	Test Scores				Course Grades								Coefficients of Correlation Between Composite or Reading Score and Course Grade			
						Preliminary						Final		Preliminary			Final
		Listening		Reading		Composite		0-100		0-14		0-4		0-4			
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	0-100	0-14	0-4	0-4
312N	6	--	--	406.67	33.99	--	--	83.17	10.62	9.67	3.14	2.83	1.07	2.83	1.07	.78	.77	.67	.67
612	6	561.67	74.26	586.67	73.64	583.33	77.39	87.33	7.70	10.83	2.34	3.50	0.76	3.50	0.76	.74	.69	.73	.73
312L	49	520.20	103.14	519.18	103.05	520.00	102.76	85.55	9.17	10.35	2.75	3.14	0.83	3.14	0.83	.78	.78	.75	.75
312K	52	476.35	74.58	487.69	81.49	481.35	78.40	85.38	9.55	10.35	2.85	3.13	0.90	3.13	0.90	.72	.72	.71	.71
507T	9	--	--	366.67	45.46	--	--	86.22	8.56	10.56	2.54	3.22	0.79	3.33	0.67	.78	.78	.61	.70
804	13	380.77	43.58	417.69	64.47	398.46	52.60	80.54	10.75	8.77	3.02	2.62	1.00	3.15	0.77	.75	.76	.73	.73
507	71	436.20	57.39	433.10	65.47	429.01	59.01	83.34	10.00	9.70	2.94	2.99	0.99	3.07	1.01	.72	.72	.67	.67
506	89	374.83	37.51	381.57	41.16	371.01	35.57	85.47	9.43	10.30	2.83	3.12	0.95	3.02	0.94	.51	.50	.47	.53

Table 2

Descriptive Statistics for Four Levels of Six Lower-Division Russian Courses: Mean Scores and Mean Preliminary/Final Course Grades, Their Standard Deviations, and the Coefficients of Correlation Between Composite/Reading Scores on The College Board Achievement Test in Russian Listening-Reading and Preliminary/Final Course Grades
Russian Validity Study, 1986-1987
(N = 280)

Level and Courses	N	Test Scores					Course Grades						Coefficients of Correlation Between Composite or Reading Score and Course Grade			
							Preliminary						Preliminary			Final
		Listening		Reading		Composite	0-100		0-14		0-4		0-4			
		Mean	SD	Mean	SD	Mean SD	Mean	SD	Mean	SD	Mean	SD	0-100	0-14	0-4	0-4
Level IV: 312L and 612	55	524.73	101.23	526.55	102.45	526.91 102.23	85.75	9.04	10.40	2.71	3.18	0.83	3.18	0.83	.77	.77	.75	.75
Level III: 312K	52	476.35	74.58	487.69	81.49	481.35 78.40	85.38	9.55	10.35	2.85	3.13	0.90	3.13	0.90	.72	.72	.71	.71
Level II: 507 and 804	84	427.62	58.99	430.71	65.55	424.29 59.11	82.90	10.17	9.56	2.97	2.93	1.00	3.08	0.98	.72	.73	.69	.63
Level I: 506	89	374.83	37.51	381.57	41.16	371.01 35.57	85.47	9.43	10.30	2.83	3.12	0.95	3.02	0.94	.51	.50	.47	.53

Table 3.1
End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level I (Russian 506): Frequency Distributions Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Russian Validity Study of 1986-1987
(N = 89)

		Preliminary Course Grades (0-14) at Level I: Russian 506														
Composite Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
700-800	14.00																
610-690	14.00																
600	14.00																
590	14.00																
580	14.00																
570	14.00																
560	14.00																
550	14.00																
540	14.00																
530	14.00																
520	14.00																
510	14.00																
500	14.00																
490	14.00																
480	14.00																
470	14.00											1					1
460	13.86															1	1
450	13.46														2		2
440	13.06													1			1
430	12.66												1				1
420	12.26										1						1
410	11.86											1	2			2	5
400	11.46											2		1	3	2	8
390	11.06									1	1	1	1	1	2	2	9
380	10.66							1	2		2	1		5	3	1	15
370	10.26										2	1		2	1		6
360	9.87		1				1			1		2	1	3	1		10
350	9.47										2	1	1		1		5
340	9.07							2		1		1	2	1	1		8
330	8.67				1	1			1	3		4		1			11
320	8.27													1			1
310	7.87					1			1								2
300	7.47							1									1
290	7.07																
280	6.67					1											1
270	6.27																
260	5.88																
200-250	3.48-5.48																
Total		0	1	0	1	3	1	4		6	8	15		16	14	8	89
%		0%	1%	0%	1%	3%	1%	4%		7%	9%	17%		18%	16%	9%	100%
Mean Score		–	360	–	360	307	360	340	350	347	376	370	379	371	389	405	371.01
Standard Deviation		–	0	–	0	21	0	28	31	22	21	38	33	27	31	23	35.57
Expected Score		306	312	319	325	331	338	344	350	356	363	369	375	382	388	394	

Expected Grade = (Test Score x 0.03990) - 4.4987	Expected Score = (Preliminary Grade x 6.3028) + 306.0711	Mean Grade 10.30	Standard Deviation 2.83	Coefficient of Correlation r = .50

(14) grade group. Also, the second column at the left side of Table 3.1 records the Expected Grades estimated for each Composite Score by use of another regression equation (see the first equation below the table); for Russian 506, the Expected Grade for the score used generally in the past as the minimum for placement out of the course (410) was 11.86 (a high B+ on the 0 - 14 scale).

In Table 3.2, the 15 grade groups are collapsed into two academic performance categories: Unsatisfactory (0 - 5) and Satisfactory (6 - 14). Of the 89 students in Russian 506, only 6 (7%) students fell into the former category, while 83 (93%) with satisfactory preliminary course grades were in the latter category. The mean Composite Score of the Unsatisfactory group was 328.33, and the standard deviation was 27.94; the mean Composite Score of the Satisfactory group was 374.10, and the standard deviation was 34.05. The descriptive statistics of Table 3.1 are repeated at the bottom right.

Table 3.3 lists a selected set of 12 possible decision scores that might have been chosen by the department and the corresponding accuracy of placement that would have been achieved had each of those scores been used to place those particular students in the course. The first column to the left provides the 12 possible decision scores, while the second set of columns records the number of students in each academic performance category who would have been placed correctly or incorrectly by use of each of the 12 scores: Too High and Correct in the Unsatisfactory group, Correct and Too Low in the Satisfactory group. The third set of columns converts the numbers in the two academic performance categories into percentages. The set of columns at the right reports the overall accuracy of placement for the total group; for example, the number and percent who would have been placed too high by the score of 360 was 2 (2%), the correctly placed students would have been 62 (70%), and those placed too low would have been 25 (28%).

Table 3.4 presents six guidelines suggested for use in faculty selection of decision scores. For the Russian 506 group under study, Guideline 1 refers faculty members to the Expected Score (344) for students who are assigned satisfactory preliminary course grades of C- (see Table 3.1). Guideline 2 looks at the score for which the Expected Grade was the minimally satisfactory grade of C-; in this case, that score was 270 (see Table 3.1). Guideline 3 suggests the score (360) for which the percents of errors in each of the two academic performance groups were most nearly equal (see Table 3.3). Guideline 4 suggests the score (330) for which the percents of errors for the total group were most nearly equal (see Table 3.3). The fifth guideline suggests the score (340) that would have held back about the same number of students as those who were assigned unsatisfactory preliminary course grades (see Table 3.2). The last of the six guidelines recommends the scores that would have correctly placed the maximum number of students; for this Russian 506 group, those scores would have been 290 or 300, each of which would have

Table 3.2

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level I (Russian 506):
Combined Frequency Distributions and Descriptive Statistics
Russian Validity Study of 1986-1987
(N = 89)

	Preliminary Course Grades (0 - 14)		
Composite Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
700-800			
610-690			
600			
590			
580			
570			
560			
550			
540			
530			
520			
510			
500			
490			
480			
470		1	1
460		1	1
450		2	2
440		1	1
430		1	1
420		1	1
410		5	5
400		8	8
390		9	9
380		15	15
370		6	6
360	2	8	10
350		5	5
340		8	8
330	2	9	11
320		1	1
310	1	1	2
300		1	1
290			
280	1		1
270			
260			
200-250			
Total	6	83	89
%	7%	93%	100%
Mean Score	328.33	374.10	371.01
Standard Deviation	27.94	34.05	35.57

Mean Grade	Standard Deviation
10.30	2.83

Coefficient of Correlation
r = .50

Table 3.3

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level I (Russian 506): Possible Decision Scores and Corresponding Accuracies of Placement Russian Validity Study of 1986-1987 (N = 89)

Placement Category	Cumulative Number of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 6)	Satisfactory 6-14 (N = 83)	Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
410 - up	Too High 0	12 Correct	Too High 0%	14% Correct	Too High	0	0%
					Correct	18	20%
Below 410	Correct 6	71 Too Low	Correct 100%	86% Too Low	Too Low	71	80%
400 - up	Too High 0	20 Correct	Too High 0%	24% Correct	Too High	0	0%
					Correct	26	29%
Below 400	Correct 6	63 Too Low	Correct 100%	76% Too Low	Too Low	63	71%
390 - up	Too High 0	29 Correct	Too High 0%	35% Correct	Too High	0	0%
					Correct	35	39%
Below 390	Correct 6	54 Too Low	Correct 100%	65% Too Low	Too Low	54	61%
380 - up	Too High 0	44 Correct	Too High 0%	53% Correct	Too High	0	0%
					Correct	50	56%
Below 380	Correct 6	39 Too Low	Correct 100%	47% Too Low	Too Low	39	44%
370 - up	Too High 0	50 Correct	Too High 0%	60% Correct	Too High	0	0%
					Correct	56	63%
Below 370	Correct 6	33 Too Low	Correct 100%	40% Too Low	Too Low	33	37%
360 - up	Too High 2	58 Correct	Too High 33%	70% Correct	Too High	2	2%
					Correct	62	70%
Below 360	Correct 4	25 Too Low	Correct 67%	30% Too Low	Too Low	25	28%
350 - up	Too High 2	63 Correct	Too High 33%	76% Correct	Too High	2	2%
					Correct	67	75%
Below 350	Correct 4	20 Too Low	Correct 67%	24% Too Low	Too Low	20	22%
340 - up	Too High 2	71 Correct	Too High 33%	86% Correct	Too High	2	2%
					Correct	75	84%
Below 340	Correct 4	12 Too Low	Correct 67%	14% Too Low	Too Low	12	13%
330 - up	Too High 4	80 Correct	Too High 67%	96% Correct	Too High	4	4%
					Correct	82	92%
Below 330	Correct 2	3 Too Low	Correct 33%	4% Too Low	Too Low	3	3%
300 - up	Too High 5	83 Correct	Too High 83%	100% Correct	Too High	5	6%
					Correct	84	94%
Below 300	Correct 1	0 Too Low	Correct 17%	0% Too Low	Too Low	0	0%
290 - up	Too High 5	83 Correct	Too High 83%	100% Correct	Too High	5	6%
					Correct	84	94%
Below 290	Correct 1	0 Too Low	Correct 17%	0% Too Low	Too Low	0	0%
270 - up	Too High 6	83 Correct	Too High 100%	100% Correct	Too High	6	7%
					Correct	83	93%
Below 270	Correct 0	0 Too Low	Correct 0%	0% Too Low	Too Low	0	0%

Table 3.4

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level I (Russian 506): Scores Suggested by Six Guidelines for Use in Selecting Decision Scores Russian Validity Study of 1986-1987 (N = 89)

Guideline	Level I: Composite Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 3.1).	344 [a]
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 3.1).	270
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 3.3.)	360
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 3.3.)	330
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 3.2 for number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	340
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 3.3.)	290 or 300

[a] In operational use, this 3-digit College Board score would be rounded to the nearest zero on a 10-point scale (i.e., 340).

placed 5 (6%) students too high, 84 (94%) students correctly, and no students too low (see Table 3.3).

Tables 4.1 - 4.4 report the results of the validity study for the two four-skill courses at Level II (Russian 507, Russian 804, combined); Table 5.1 - 5.4 record the results of the analyses for Russian 312K, the only third semester (Level III) four-skill course, while Table 6.1 - 6.4 present results of similar analyses for the two fourth semester (Level IV) four-skill courses (Russian 312L, Russian 612, combined).

Results of the validity study analyses for the four individual four-skill courses included at Levels II and IV (Tables 8.1 - 11.4), as well as the results for the reading only courses, Russian 507T and 312N (Tables 12.1 - 13.4) are to be found in Appendix B.

Discussion and Recommendations

The test results shown in Table 1 indicate a steady, upward progression in mean Composite Scores for the 261 students enrolled in the four major courses of the four-skill lower-division sequence. When rounded, as they are in operation of the placement system, those mean Composite Scores increased by 60 points from Russian 506 to Russian 507, by 50 points from Russian 507 to Russian 312K, and by 40 points from Russian 312K to Russian 312L. For the 280 students enrolled in the six courses of the four semester levels, Table 2 indicates increases of +50, +60, and +50.

With one exception, the mean Preliminary Course Grades on the 0 - 14 scale for the eight courses were in the B- and B ranges (see Table 1); the exception was the mean Preliminary Course Grade of C+ in Russian 804. By the semester level, all four Preliminary Course Grades were in the B- and B ranges (see Table 2).

Compared to the results of other validity studies conducted by the Measurement and Evaluation Center, the coefficients of correlation in this study were notably higher than the usual range of 0.40 to 0.60. Most of the correlation coefficients shown in both Tables 1 and 2 were .70 or higher. The higher-than-usual correlation coefficients suggest a strong positive relationship between the content of the test and the content of the lower-division Russian courses, as well as a strong positive relationship between student performance on the test and the grades used by the instructors in evaluating student performance in their classes.

In presenting results of the current study to the department, MEC staff members also reviewed the results of a 1974 validity study of the same test. At that time, data were collected

Table 4.1
End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level II (Russian 507 and 804): Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Russian Validity Study of 1986-1987
(N = 84)

		Preliminary Course Grades (0-14) at Level II: Russian 507 and 804														
Composite Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
700-800	14.00																
610-690	14.00															1	1
600	14.00																
590	14.00																
580	14.00																
570	14.00														1		1
560	14.00																
550	14.00														1		1
540	13.82																
530	13.45													1	1		2
520	13.08														1		1
510	12.72															1	1
500	12.35													1	1		2
490	11.98													2			2
480	11.61										1		1	2	2		6
470	11.24												1		2		3
460	10.87													1	2		3
450	10.51												1	1	2		4
440	10.41									1	2	1	3	1			8
430	9.77												1	3			4
420	9.40								1	1		1		1			4
410	9.03							3			1		1	1			6
400	8.66										1						1
390	8.30					1		3	2	2	2	2	1				13
380	7.93					2		1	1	1				1			6
370	7.56			1				1				1					3
360	7.19									1	2	1					4
350	6.82					1						1					2
340	6.45							2									2
330	6.09				1			1			1						3
320	5.72																
310	5.35																
300	4.98					1											1
290	4.61																
280	4.24																
270	3.88																
260	3.51																
200-250	1.30-3.14																
Total		0	0	1	1	5	0	11	4	6	10	7	9	15	13	2	84
%		0%	0%	1%	1%	6%	0%	13%	5%	7%	12%	8%	11%	18%	15%	2%	100%
Mean Score		–	–	370	330	360	–	378	395	397	400	389	439	455	492	570	424.29
Standard Deviation		–	–	0	0	33	–	28	15	26	42	30	26	39	38	60	59.11
Expected Score		285	299	314	329	343	358	372	387	402	416	431	445	460	474	489	

Expected Grade = (Test Score x 0.03683) - 6.0677	Expected Score = (Preliminary Grade x 14.5923) + 284.7900	Mean Grade 9.56	Standard Deviation 2.97	Coefficient of Correlation r = .73

Table 4.2

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level II (Russian 506 and 804):
Combined Frequency Distributions and Descriptive Statistics
Russian Validity Study of 1986-1987
(N = 84)

	Preliminary Course Grades (0 - 14)		
Composite Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
700-800			
610-690		1	1
600			
590			
580			
570		1	1
560			
550		1	1
540			
530		2	2
520		1	1
510		1	1
500		2	2
490		2	2
480		6	6
470		3	3
460		3	3
450		4	4
440		8	8
430		4	4
420		4	4
410		6	6
400		1	1
390	1	12	13
380	2	4	6
370	1	2	3
360		4	4
350	1	1	2
340		2	2
330	1	2	3
320			
310			
300	1		1
290			
280			
270			
260			
200-250			
Total	7	77	84
%	8%	92%	100%
Mean Score	357.14	430.39	424.29
Standard Deviation	30.10	57.29	59.11

Mean Grade	Standard Deviation
9.56	2.97

Coefficient of Correlation
r = .73

Table 4.3

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level II (Russian 507 and 804): Possible Decision Scores and Corresponding Accuracies of Placement
Russian Validity Study of 1986-1987
(N = 84)

Placement Category	Cumulative Number of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 7)	Satisfactory 6-14 (N = 77)	Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
420 - up	Too High 0	43 Correct	Too High 0%	56% Correct	Too High	0	0%
					Correct	50	60%
Below 420	Correct 7	34 Too Low	Correct 100%	44% Too Low	Too Low	34	44%
410 - up	Too High 0	49 Correct	Too High 0%	64% Correct	Too High	0	0%
					Correct	56	67%
Below 410	Correct 7	28 Too Low	Correct 100%	36% Too Low	Too Low	28	33%
400 - up	Too High 0	50 Correct	Too High 0%	65% Correct	Too High	0	0%
					Correct	57	68%
Below 400	Correct 7	27 Too Low	Correct 100%	35% Too Low	Too Low	27	32%
390 - up	Too High 1	62 Correct	Too High 14%	81% Correct	Too High	1	1%
					Correct	68	81%
Below 390	Correct 6	15 Too Low	Correct 86%	19% Too Low	Too Low	15	18%
380 - up	Too High 3	66 Correct	Too High 43%	86% Correct	Too High	3	4%
					Correct	70	83%
Below 380	Correct 4	11 Too Low	Correct 57%	14% Too Low	Too Low	11	13%
370 - up	Too High 4	68 Correct	Too High 57%	88% Correct	Too High	4	5%
					Correct	71	85%
Below 370	Correct 3	9 Too Low	Correct 43%	12% Too Low	Too Low	9	11%
360 - up	Too High 4	72 Correct	Too High 57%	94% Correct	Too High	4	5%
					Correct	75	89%
Below 360	Correct 3	5 Too Low	Correct 43%	6% Too Low	Too Low	5	6%
350 - up	Too High 5	73 Correct	Too High 71%	95% Correct	Too High	5	6%
					Correct	75	89%
Below 350	Correct 2	4 Too Low	Correct 29%	5% Too Low	Too Low	4	5%
340 - up	Too High 5	75 Correct	Too High 71%	97% Correct	Too High	5	6%
					Correct	77	92%
Below 340	Correct 2	2 Too Low	Correct 29%	3% Too Low	Too Low	2	2%
330 - up	Too High 6	77 Correct	Too High 86%	100% Correct	Too High	6	7%
					Correct	78	93%
Below 330	Correct 1	0 Too Low	Correct 14%	0% Too Low	Too Low	0	0%
320 - up	Too High 6	77 Correct	Too High 86%	100% Correct	Too High	6	7%
					Correct	78	93%
Below 320	Correct 1	0 Too Low	Correct 14%	0% Too Low	Too Low	0	0%
310 - up	Too High 6	77 Correct	Too High 86%	100% Correct	Too High	6	7%
					Correct	78	93%
Below 310	Correct 1	0 Too Low	Correct 14%	0% Too Low	Too Low	0	0%

Table 4.4

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level II (Russian 507 and 804): Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Russian Validity Study of 1986-1987
(N = 84)

Guideline	Level II: Composite Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 4.1).	372 [a]
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 4.1).	330
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 4.3.)	390
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 4.3.)	350 or 360
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 4.2 for number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	360
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 4.3.)	310, 320, or 330

[a] In operational use, this 3-digit College Board score would be rounded to the nearest zero on a 10-point scale (i.e., 370).

Table 5.1
End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level III (Russian 312K): Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Russian Validity Study of 1986-1987
(N = 52)

		Preliminary Course Grades (0-14) at Level III: Russian 312K														
Composite Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
700-800	14.00																
610-690	13.70-14.00														1	3	4
600	13.44														1		1
590	13.18																
580	12.92													1	2		3
570	12.66													1			1
560	12.40													1			1
550	12.14																
540	11.88													1		1	2
530	11.61																
520	11.35									1				2			3
510	11.09																
500	10.83											1			2	1	4
490	10.57														2		2
480	10.31				1							4					5
470	10.05											1	2		1		4
460	9.79													1			1
450	9.53							1			1						2
440	9.27											3	2		1		6
430	9.01																
420	8.75									1		2					3
410	8.48							1				1					2
400	8.22																
390	7.96							1	1			1					3
380	7.70							1									1
370	7.44					1											1
360	7.18							1	1								2
350	6.92																
340	6.66					1											1
330	6.40																
320	6.14																
310	5.88																
300	5.62																
290	5.36																
280	5.09																
270	4.83																
260	4.57																
200-250	3.01-4.31																
Total		0	0	0	1	2	0	5	2	2	1	13	4	7	10	5	52
%		0%	0%	0%	2%	4%	0%	10%	4%	4%	2%	25%	8%	13%	19%	10%	100%
Mean Score		–	–	–	480	355	–	398	375	470	450	450	455	536	532	594	481.35
Standard Deviation		–	–	–	0	15	–	31	15	50	0	33	15	38	68	67	78.40
Expected Score		278	298	317	337	357	376	396	416	435	455	475	494	514	534	553	

Expected Grade = (Test Score x 0.02608) - 2.2080	Expected Score = (Preliminary Grade x 19.6705) + 277.8317	Mean Grade 10.35	Standard Deviation 2.85	Coefficient of Correlation r = .72

Table 5.2

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level III (Russian 312K):
Combined Frequency Distributions and Descriptive Statistics
Russian Validity Study of 1986-1987
(N = 52)

	Preliminary Course Grades (0 - 14)		
Composite Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
700-800			
610-690		4	4
600		1	1
590			
580		3	3
570		1	1
560		1	1
550			
540		2	2
530			
520		3	3
510			
500		4	4
490		2	2
480	1	4	5
470		4	4
460		1	1
450		2	2
440		6	6
430			
420		3	3
410		2	2
400			
390		3	3
380		1	1
370	1		1
360		2	2
350			
340	1		1
330			
320			
310			
300			
290			
280			
270			
260			
200-250			
Total	3	49	52
%	6%	94%	100%
Mean Score	396.67	486.53	481.35
Standard Deviation	60.18	76.39	78.4

Mean Grade	Standard Deviation
10.35	2.85

Coefficient of Correlation
r = .72

Table 5.3

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level III (Russian 312K): Possible Decision Scores and Corresponding Accuracies of Placement Russian Validity Study of 1986-1987 (N = 52)

Placement Categgory	Cumulative Number of Students				Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 3)		Satisfactory 6-14 (N = 49)		Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
450 - up	Too High	1	32	Correct	Too High 33%	65% Correct	Too High	1	2%
							Correct	34	65%
Below 450	Correct	2	17	Too Low	Correct 67%	35% Too Low	Too Low	17	33%
440 - up	Too High	1	38	Correct	Too High 33%	78% Correct	Too High	1	2%
							Correct	40	77%
Below 440	Correct	2	11	Too Low	Correct 67%	22% Too Low	Too Low	11	21%
430 - up	Too High	1	38	Correct	Too High 33%	78% Correct	Too High	1	2%
							Correct	40	77%
Below 430	Correct	2	11	Too Low	Correct 67%	22% Too Low	Too Low	11	21%
420 - up	Too High	1	41	Correct	Too High 33%	84% Correct	Too High	1	2%
							Correct	43	83%
Below 420	Correct	2	8	Too Low	Correct 67%	16% Too Low	Too Low	8	15%
400 - up	Too High	1	43	Correct	Too High 33%	88% Correct	Too High	1	2%
							Correct	45	87%
Below 400	Correct	2	6	Too Low	Correct 67%	12% Too Low	Too Low	6	12%
390 - up	Too High	1	46	Correct	Too High 33%	94% Correct	Too High	1	2%
							Correct	48	92%
Below 390	Correct	2	3	Too Low	Correct 67%	6% Too Low	Too Low	3	6%
380 - up	Too High	1	47	Correct	Too High 33%	96% Correct	Too High	1	2%
							Correct	49	94%
Below 380	Correct	2	2	Too Low	Correct 67%	4% Too Low	Too Low	2	4%
370 - up	Too High	2	47	Correct	Too High 67%	96% Correct	Too High	2	4%
							Correct	48	92%
Below 370	Correct	1	2	Too Low	Correct 33%	4% Too Low	Too Low	2	4%
360 - up	Too High	2	49	Correct	Too High 67%	100% Correct	Too High	2	4%
							Correct	50	96%
Below 360	Correct	1	0	Too Low	Correct 33%	0% Too Low	Too Low	0	0%
350 - up	Too High	2	49	Correct	Too High 67%	100% Correct	Too High	2	4%
							Correct	50	96%
Below 350	Correct	1	0	Too Low	Correct 33%	0% Too Low	Too Low	0	0%
340 - up	Too High	3	49	Correct	Too High 100%	100% Correct	Too High	3	6%
							Correct	49	94%
Below 340	Correct	0	0	Too Low	Correct 0%	0% Too Low	Too Low	0	0%
320 - up	Too High	3	49	Correct	Too High 100%	100% Correct	Too High	3	6%
							Correct	49	94%
Below 320	Correct	0	0	Too Low	Correct 0%	0% Too Low	Too Low	0	0%

Table 5.4

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level III (Russian 312K): Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Russian Validity Study of 1986-1987
(N = 52)

Guideline	Level III: Composite Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 5.1).	396 [a]
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 5.1).	320
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 5.3.)	450
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 5.3.)	370
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 5.2 for number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	370
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 5.3.)	350 or 360

[a] In operational use, this 3-digit College Board score would be rounded to the nearest zero on a 10-point scale (i.e., 400).

Table 6.1
End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level IV (Russian 312L and 612): Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Russian Validity Study of 1986-1987
(N = 55)

		Preliminary Course Grades (0-14) at Level IV: Russian 312L and 612													
Composite Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
700-800	13.94-14.00														1	2	3
610-690	12.10-13.74													5	4	2	11
600	11.90																
590	11.69										1				2	1	4
580	11.49																
570	11.28												1				1
560	11.08											1	1		1		3
550	10.87											1			2		3
540	10.67								1								1
530	10.46										1						1
520	10.26							1				2		1			4
510	10.06																
500	9.85											2			1		3
490	9.65												1				1
480	9.44											2					2
470	9.24								1			1			1		3
460	9.03								1								1
450	8.83											3					3
440	8.62										1						1
430	8.42																
420	8.21											1					1
410	8.01					1		1									2
400	7.81							1									1
390	7.60										1	1					2
380	7.40							1									1
370	7.19																
360	6.99							1									1
350	6.78																
340	6.58																
330	6.37																
320	6.17							1									1
310	5.96					1											1
300	5.76																
290	5.55																
280	5.35																
270	5.15																
260	4.94																
200-250	3.71-4.74																
Total		0	0	0	0	2	0	6	3	0	4	14	3	6	12	5	55
%		0%	0%	0%	0%	4%	0%	11%	5%	0%	7%	25%	5%	11%	22%	9%	100%
Mean Score		–	–	–	–	360	–	398	490	–	488	481	540	605	594	666	526.91
Standard Deviation		–	–	–	–	50	–	62	36	–	78	46	36	39	73	77	102.23
Expected Score		225	254	283	312	341	370	399	428	457	486	515	544	573	602	631	

Expected Grade = (Test Score x 0.02046) - 0.3788	Expected Score = (Preliminary Grade x 29.0178) + 225.1243	Mean Grade 10.40	Standard Deviation 2.71	Coefficient of Correlation r = .77

Table 6.2

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level IV (Russian 312L and 612):
Combined Frequency Distributions and Descriptive Statistics
Russian Validity Study of 1986-1987
(N = 55)

	Preliminary Course Grades (0 - 14)		
Composite Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
700-800		3	3
610-690		11	11
600			
590		4	4
580			
570		1	1
560		3	3
550		3	3
540		1	1
530		1	1
520		4	4
510			
500		3	3
490		1	1
480		2	2
470		3	3
460		1	1
450		3	3
440		1	1
430			
420		1	1
410	1	1	2
400		1	1
390		2	2
380		1	1
370			
360		1	1
350			
340			
330			
320		1	1
310	1		1
300			
290			
280			
270			
260			
200-250			
Total	2	53	55
%	4%	96%	100%
Mean Score	360.00	533.21	526.91
Standard Deviation	50.00	98.28	102.23

Mean Grade	Standard Deviation
10.4	2.71

Coefficient of Correlation
r = .77

Table 6.3

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level IV (Russian 312L and 612): Possible Decision Scores and Corresponding Accuracies of Placement
Russian Validity Study of 1986-1987
(N = 55)

Placement Category	Cumulative Number of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 2)	Satisfactory 6-14 (N = 53)	Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
520 - up	Too High 0	31 Correct	Too High 0%	58% Correct	Too High	0	0%
					Correct	33	60%
Below 520	Correct 2	22 Too Low	Correct 100%	42% Too Low	Too Low	22	40%
500 - up	Too High 0	34 Correct	Too High 0%	64% Correct	Too High	0	0%
					Correct	36	65%
Below 500	Correct 2	19 Too Low	Correct 100%	36% Too Low	Too Low	19	35%
460 - up	Too High 0	41 Correct	Too High 0%	77% Correct	Too High	0	0%
					Correct	43	78%
Below 460	Correct 2	12 Too Low	Correct 100%	23% Too Low	Too Low	12	22%
450 - up	Too High 0	44 Correct	Too High 0%	83% Correct	Too High	0	0%
					Correct	46	84%
Below 450	Correct 2	9 Too Low	Correct 100%	17% Too Low	Too Low	9	16%
420 - up	Too High 0	46 Correct	Too High 0%	87% Correct	Too High	0	0%
					Correct	48	87%
Below 420	Correct 2	7 Too Low	Correct 100%	13% Too Low	Too Low	7	13%
400 - up	Too High 1	48 Correct	Too High 50%	91% Correct	Too High	1	2%
					Correct	49	89%
Below 400	Correct 1	5 Too Low	Correct 50%	9% Too Low	Too Low	5	9%
390 - up	Too High 1	50 Correct	Too High 50%	94% Correct	Too High	1	2%
					Correct	51	93%
Below 390	Correct 1	3 Too Low	Correct 50%	6% Too Low	Too Low	3	5%
360 - up	Too High 1	52 Correct	Too High 50%	98% Correct	Too High	1	2%
					Correct	53	96%
Below 360	Correct 1	1 Too Low	Correct 50%	2% Too Low	Too Low	1	2%
350 - up	Too High 1	52 Correct	Too High 50%	98% Correct	Too High	1	2%
					Correct	53	96%
Below 350	Correct 1	1 Too Low	Correct 50%	2% Too Low	Too Low	1	2%
340 - up	Too High 1	52 Correct	Too High 50%	98% Correct	Too High	1	2%
					Correct	53	96%
Below 340	Correct 1	1 Too Low	Correct 50%	2% Too Low	Too Low	1	2%
330 - up	Too High 1	52 Correct	Too High 50%	98% Correct	Too High	1	2%
					Correct	53	96%
Below 330	Correct 1	1 Too Low	Correct 50%	2% Too Low	Too Low	1	2%
320 - up	Too High 1	53 Correct	Too High 50%	100% Correct	Too High	1	2%
					Correct	54	98%
Below 320	Correct 1	0 Too Low	Correct 50%	0% Too Low	Too Low	0	0%

Table 6.4

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level IV (Russian 312L and 612): Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Russian Validity Study of 1986-1987
(N = 55)

Guideline	Level IV: Composite Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 6.1).	399 [a]
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 6.1).	320
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 6.3.)	420
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 6.3.)	330 - 360
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 6.2 for number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	330
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 6.3.)	320

[a] In operational use, this 3-digit College Board score would be rounded to the nearest zero on a 10-point scale (i.e., 400).

only at the second-semester level (Level II) for Russian 407 [4] and 804. Because of evidence that test scores on language achievement tests had dropped in recent years nationally, it was somewhat surprising to the MEC staff members and to the faculty members to learn that the mean Composite score in Russian 507 in 1987 was almost identical to the mean Composite Score in Russian 407 in 1974. When rounded, as in operational use, both Composite Scores were 430.

Table 7

Comparison of Descriptive Statistics: 1974 and 1986-1987

Year	Course	N	Mean Composite Score	SD	Mean Preliminary Course Grade	SD	Coefficient of Correlation Between Composite Scores and Preliminary Course Grades
1974	407	45	432.67	46.54	10.82	2.48	.63
1986-1986	507	71	429.01	59.01	9.70	2.94	.72
1974	407, 804	49	441.43	53.83	10.89	2.41	.59
1986-1986	507, 804	84	424.29	59.11	9.56	2.97	.73

For a more detailed presentation of data from the 1974 validity study, see Appendix C.

Based on their examination of the data in Tables 1 and 2 and of the results of the analyses performed for Tables 3.1 - 3.4 through Tables 11.1 - 11.4, MEC staff members recommended the following two sets of Composite Scores for faculty consideration as decision scores in their program of course placement and credit by examination.

Credit by Examination	Recommendation 1	2
Credit in Russian 506	340	350
Credit in Russian 506 and 507	380	390
Credit in Russian 506, 507, and 312K	420	430
Credit in Russian 506, 507, 312K, and 312L	450	460

The two sets of four recommended decision scores reflect Expected Scores in the preliminary course grade range of C- through C+, with the first set tending toward the lower grades and the second set toward the middle and upper grades in the C range.

[4] In 1974 Russian I (406) and II (407) were each 4-semester-hour courses; currently they are both 5-semester-hour courses (506 and 507).

Departmental Decisions

After deliberating upon the results of the validity study and the MEC's recommendations, the department decided to use a dual set of scores as guidelines for their decisions about placement and credit by examination. The new set of decision scores makes use of the separate Listening and Reading Scores instead of the Composite Score. The minimal scores used as guidelines for placement decisions and credit in the four major courses are as follows:

Course	Listening		Reading	
	Mean Score	Placement Score	Mean Score	Placement Score
Russian 506	375	380	382	380
Russian 507	436	440	433	430
Russian 312K	476	480	488	490
Russian 312L	520	520	519	520

The above scores reflect the mean Listening and Reading scores of the students tested in each course. In operational use, the 3-digit mean scores are rounded to the nearest zero on a 10-point scale.

APPENDIX

Appendices

Appendix A: Placement and Credit by Examination for Russian (1986-1987): Test Description and Sample Questions

Appendix B: Additional Results of the 1986-1987 Russian Validity Study:

Tables 8.1 - 11.4	Four Skill Courses (Composite Scores)
Tables 12.1 - 13.4	One Skill Courses (Reading Scores)

Appendix C: Results of the 1974 Russian Validity Study

Tables 14.1 - 14.4	Russian 407
Tables 15.1 - 15.4	Russian 407 and 804 (Combined)

Appendix A

Placement and Credit by Examination for Russian (1986-1987):
Test Description and Sample Questions

The University of Texas at Austin
Measurement and Evaluation Center
2616 Wichita, Box 7246
Austin, TX, 78713-7246 (512) 471-3032

PLACEMENT AND CREDIT BY EXAMINATION FOR RUSSIAN

Policies for April 1986 through March 1987 Testing Periods*

U.T. Austin provides you with the opportunity to earn credit by examination. Such credit will satisfy degree requirements in the same way as credit earned by passing a course, except that it will not count as credit earned in residence. Although you may take tests before you enroll in U.T. Austin, you must be a currently or previously enrolled student in order to receive credit. Unsuccessful attempts to earn credit by examination will not become part of your official academic record.

Faculty members in the Department of Slavic Languages select the tests, set levels of performance required for credit, and specify who is eligible to earn credit by examination. The Measurement and Evaluation Center (MEC) assists the department by communicating policies, giving tests, and reporting credit. Questions about credit by examination for upper division Russian courses should be directed to the Department of Slavic Languages, Calhoun Hall, Room 415.

RUSSIAN CURRICULUM

RUS 506 and 507 introduce the fundamentals of grammar, basic vocabulary, and conversation skills. While grammatical forms are given careful attention, particular emphasis is placed on the proper use of language in context.

RUS 312K and 312L assume knowledge of the basic case forms and of verbal categories such as tense and aspect plus a foundation in vocabulary. Contexts for usage of the basic forms are greatly expanded and response made more automatic in RUS 312K which incorporates a systematic review. Final topics in grammar are added in RUS 312L, including participles and gerunds and conditional sentences. RUS 312K and 312L are four-skills courses where speaking, listening, reading and writing are all developed. Increasing emphasis is on non-textbook readings, on translation and composition instead of drill. Class is conducted primarily in Russian with an oral component included in examinations.

RUS 324 and 325 are the advanced language courses, which examine Russian word formation and Russian syntax. Both prepare the student for the senior level courses, RUS 670A, 670B, which are primarily literature-oriented courses normally taught in Russian. (The junior level literature courses, RUS 320K, 320L, are conducted primarily in English.)

RUS 218 and 228 are designed to meet the needs of students who wish to develop conversational skills in Russian.

RUSSIAN TEST AND INTERVIEW REQUIREMENT

A student who has prior knowledge of Russian (regardless of how it was acquired) must take the Listening-Reading Achievement Test in Russian before enrolling for the first time in a U.T. Austin course in Russian. A student who is transferring hours of credit in Russian to U.T. Austin must also take the Listening-Reading Achievement Test in Russian before enrolling for the first time in a U.T. Austin course in Russian.

The test is optional for students who do not intend to enroll in U.T. Austin Russian courses but who wish to earn credit by examination for college-level Russian courses for which they do not already have credit.

Test results and a personal interview with the coordinator of the Russian language program serve as a basis of credit for and exemption from as many as five (or as few as one) courses — RUS 506, 507, 312K, 312L, 218. Results of the test and interview also serve as a basis for proper placement in the Russian language program.

TEST REQUIRED FOR PLACEMENT IN LOWER-DIVISION RUSSIAN COURSES: Listening-Reading Achievement Test in Russian

The Listening-Reading Achievement Test is not offered by the College Board in its nationwide testing program. It must, therefore, be taken on the U.T. Austin campus. The one-hour College Board Reading Achievement Test in Russian offered in the nationwide testing program is not used as a basis for placement and credit by U.T. Austin.

• *Attachments:* Description of Listening Reading Achievement Test and Sample Questions

*April—March testing periods encompass the registration periods for the Summer, Fall and Spring Semesters. Policies are subject to change

MEC Revised 2/86

Testing Periods: Tests are offered on the U.T. Austin campus for students and prospective students during *scheduled testing periods:* several days before each class registration and during each Summer Orientation Session.

Test Registration: Registration consists of paying the $25.00 test fee (subject to change) at a specified time and place, usually on the day of the test or the previous day. Test schedules giving details will be available from the MEC no later than one month before the beginning of each test period. For some testing periods, students can register in advance by mail; when advance registration is possible for a particular testing period, the schedule will give details.

Students with a significant degree of *documented* financial need are eligible for waiver of a reasonable number of test fees (contact the Office of Student Financial Aid). In order to receive test-room admission slips, students must present fee waivers at the times and place where fees are paid.

Test Results: Results are available within a few days after the test date, usually before a student's assigned class-registration time. The specific time and place will be announced at the test administration.

Admission to the Test Room: When you pay your test fee, you will be given an admission slip listing your test room. You must present, at the test room, **a generally accepted form of identification that includes both your signature and photograph.** Without it, you will be admitted only if you submit a recognizable photograph of yourself, which will not be returned to you. You should take several sharpened No. 2 pencils to the test room, all other test materials will be provided.

Repeating the Tests: The Russian Listening-Reading Achievement Test can be taken only one time on the U.T. Austin campus.

CLAIMING CREDIT/PETITION FORM

No credit by examination will appear on your permanent record until you instruct the Measurement and Evaluation Center (MEC) to report it to the Registrar. To have credit reported, you must complete a form, *Petition to Record Credit by Examination,* and submit it to the MEC. For each course in which you have earned a grade, you may choose to have the credit hours reported either with the letter grade or with the symbol CR (credit only). Credit by examination accepted as "credit only" will not affect your cumulative grade point average. The petition form gives a full explanation on how to petition for credit. After credit has been reported to the Registrar, your choice, letter grade or credit only, cannot be changed.

Although you must wait to submit a petition form until after you have begun attending your first classes at U.T. Austin, you may then submit it at any time during your studies here. To have credit recorded at the end of a particular semester, you must submit your petition at least five weeks before the end of classes. Petition forms are available at the MEC and at the General Information and Referral Service Desk (ground floor of the Main Building).

U.T. AUSTIN UPPER-DIVISION PLACEMENT TEST IN RUSSIAN

Results from the U.T. Austin Upper-Division Placement Test in Russian and a personal interview with the coordinator of the Russian language program serve as the basis of credit for and exemption from as many as four (or as few as one) junior-level courses. Students must obtain special permission from the coordinator of the Russian language program in order to take this test.

Test Registration: The fee for the U.T. Austin Upper-Division Placement Test in Russian is $40.00 (fees are subject to change) and should be paid at the Measurement and Evaluation Center. At the time of fee payment, the student will receive a four-part application form which should be taken to the Department of Slavic Languages.

Test Dates: The test is offered by individual appointment. Arrangements for taking the test may be made with the Department of Slavic Languages, Calhoun Hall, Room 415.

Admission to the Test Room: Each student must present a **generally accepted form of identification that includes both your signature and photograph.** Test materials will be provided.

Test Results: Test results are usually available no later than two days after the test is taken. Please contact the coordinator of the Russian language program through the departmental secretary in Calhoun Hall, Room 415, to obtain test results and to arrange for an interview following the test.

On the basis of the test and interview, credit can be earned for as many as four courses or as few as one course from among the following: RUS 324, 325, 228A and 228B. Credit is awarded with grades of *A, B, C, or CR (credit only).* The four-part application form provides a section in which the student can petition to have the credit recorded on his/her permanent record.

DESCRIPTION OF THE U.T. AUSTIN UPPER-DIVISION PLACEMENT TEST IN RUSSIAN

The test, which is prepared by faculty members in the Department of Slavic Languages, consists of the following:

Part I – A one-hour translation from Russian prose into English
Part II – A one-hour translation from English into Russian

Both Parts I and II test speed as well as accuracy.

FREQUENT QUESTIONS

Q. *May the same placement tests in Russian be taken more than once for credit?*

A. No.

Q. *If the coordinator of the Russian langauge program determines that I have earned credit by examination in Russian, must I enroll in a Russian course?*

A. No.

Q. *If I earn credit by examination in courses that I think are "too advanced" for me, what should I do to assure myself proper placement in the U.T. Austin Russian language program?*

A. It is the responsibility of the coordinator of the Russian language program to place you at the level best suited to your language background and your present needs and interests. Arrange to talk with the coordinator again for reconsideration of the initial placement.

Answer Key to Sample Questions for the College Board Listening-Reading Achievement Test in Russian – pages 4 and 5

1.	D	2.	B	3.	B
4.	A	5.	D	6.	C
7.	B	8.	A	9.	D
10.	C	11.	A	12.	D
13.	A	14.	C	15.	C
16.	B	17.	B	18.	C
19.	D				

Appendix B

Additional Results of the 1986-1987 Russian Validity Study:

Tables 8.1 - 11.4: Four-Skill Courses (Composite Scores)
Tables 12.1 - 13.4: Special Courses (Reading Scores)

Table 8.1
End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 507: Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Russian Validity Study of 1986-1987
(N = 71)

		Preliminary Course Grades (0-14) at Level I: Russian 506														
Composite Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
700-800	14.00																
610-690	14.00															1	1
600	14.00																
590	14.00																
580	14.00																
570	14.00														1		1
560	14.00																
550	14.00														1		1
540	13.71																
530	13.35													1	1		2
520	12.99														1		1
510	12.63															1	1
500	12.27														1		1
490	11.91													2			2
480	11.55										1		1	2	1		5
470	11.18												1		2		3
460	10.82													1	1		2
450	10.46												1	1	2		4
440	10.1									1	2	1	2	1			7
430	9.74												1	3			4
420	9.38								1	1		1		1			4
410	9.02							3			1		1	1			6
400	8.66										1						1
390	8.3					1		3	2	1	2	1	1				11
380	7.94					1			1					1			3
370	7.58			1				1				1					3
360	7.22										1	1					2
350	6.85					1						1					2
340	6.49							2									2
330	6.13							1									1
320	5.77																
310	5.41																
300	5.05					1											1
290	4.69																
280	4.33																
270	3.97																
260	3.61																
200-250	1.44-3.25																
Total		0	0	1	0	4	0	10	4	3	8	6	8	14	11	2	71
%		0%	0%	1%	0%	6%	0%	14%	6%	4%	11%	8%	11%	20%	15%	3%	100%
Mean Score		–	–	370	–	355	–	378	395	417	439	388	439	451	495	570	429
Standard Deviation		–	–	0	–	35	–	30	15	21	28	32	28	38	40	60	59.01
Expected Score		288	302	317	331	346	361	375	390	404	419	433	448	462	477	492	

Expected Grade = (Test Score x 0.0361) - 5.7732	Expected Score = (Preliminary Grade x 14.5553) + 287.77	Mean Grade 9.70	Standard Deviation 2.94	Coefficient of Correlation r = .72

Table 8.2

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 507:
Combined Frequency Distributions and Descriptive Statistics
Russian Validity Study of 1986-1987
(N = 89)

	Preliminary Course Grades (0 - 14)		
Composite Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
700-800			
610-690		1	1
600			
590			
580			
570		1	1
560			
550		1	1
540			
530		2	2
520		1	1
510		1	1
500		1	1
490		2	2
480		5	5
470		3	3
460		2	2
450		4	4
440		7	7
430		4	4
420		4	4
410		6	6
400		1	1
390	1	10	11
380	1	2	3
370	1	2	3
360		2	2
350	1	1	2
340		2	2
330		1	1
320			
310			
300	1		1
290			
280			
270			
260			
200-250			
Total	5	66	71
%	7%	93%	100%
Mean Score	358.00	434.39	429.01
Standard Deviation	31.87	57.08	59.01

Mean Grade	Standard Deviation
9.70	2.94

Coefficient of Correlation
r = .72

39

Table 8.3

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 507: Possible Decision Scores and Corresponding Accuracies of Placement Russian Validity Study of 1986-1987 (N = 71)

Placement Category	Cumulative Number of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 5)	Satisfactory 6-14 (N = 66)	Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
440 - up	Too High 0	31 Correct	Too High 0%	47% Correct	Too High	0	0%
					Correct	36	51%
Below 440	Correct 5	35 Too Low	Correct 100%	53% Too Low	Too Low	35	49%
430 - up	Too High 0	35 Correct	Too High 0%	53% Correct	Too High	0	0%
					Correct	40	56%
Below 430	Correct 5	31 Too Low	Correct 100%	47% Too Low	Too Low	31	44%
400 - up	Too High 0	46 Correct	Too High 0%	70% Correct	Too High	0	0%
					Correct	51	72%
Below 400	Correct 5	20 Too Low	Correct 100%	30% Too Low	Too Low	20	28%
390 - up	Too High 1	56 Correct	Too High 20%	85% Correct	Too High	1	1%
					Correct	60	85%
Below 390	Correct 4	10 Too Low	Correct 80%	15% Too Low	Too Low	10	14%
380 - up	Too High 2	58 Correct	Too High 40%	88% Correct	Too High	2	3%
					Correct	61	86%
Below 380	Correct 3	8 Too Low	Correct 60%	12% Too Low	Too Low	8	11%
370 - up	Too High 3	60 Correct	Too High 60%	91% Correct	Too High	3	4%
					Correct	62	87%
Below 370	Correct 2	6 Too Low	Correct 40%	9% Too Low	Too Low	6	8%
360 - up	Too High 3	62 Correct	Too High 60%	94% Correct	Too High	3	4%
					Correct	64	90%
Below 360	Correct 2	4 Too Low	Correct 40%	6% Too Low	Too Low	4	6%
350 - up	Too High 4	63 Correct	Too High 80%	95% Correct	Too High	4	6%
					Correct	64	90%
Below 350	Correct 1	3 Too Low	Correct 20%	5% Too Low	Too Low	3	4%
340 - up	Too High 4	65 Correct	Too High 80%	98% Correct	Too High	4	6%
					Correct	66	93%
Below 340	Correct 1	1 Too Low	Correct 20%	2% Too Low	Too Low	1	1%
330 - up	Too High 4	66 Correct	Too High 80%	100% Correct	Too High	4	6%
					Correct	67	94%
Below 330	Correct 1	0 Too Low	Correct 20%	0% Too Low	Too Low	0	0%
320 - up	Too High 4	66 Correct	Too High 80%	100% Correct	Too High	4	6%
					Correct	67	94%
Below 320	Correct 1	0 Too Low	Correct 20%	0% Too Low	Too Low	0	0%
310 - up	Too High 4	66 Correct	Too High 80%	100% Correct	Too High	4	6%
					Correct	67	94%
Below 310	Correct 1	0 Too Low	Correct 20%	0% Too Low	Too Low	0	0%

Table 8.4

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 507: Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Russian Validity Study of 1986-1987
(N = 71)

Guideline	Russian 507: Composite Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 8.1).	375 [a]
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 8.1).	330
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 8.3.)	390
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 8.3.)	350 or 360
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 8.2 for number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	350
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 8.3.)	310, 320 or 330

[a] In operational use, this 3-digit College Board score would be rounded to the nearest zero on a 10-point scale (i.e., 380).

Table 9.1
End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 804: Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Russian Validity Study of 1986-1987
(N = 13)

Composite Scores	Expected Grades	Preliminary Course Grades (0-14) in Russian 804														Total N
		0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	
700-800	14.00																
610-690	14.00																
600	14.00																
590	14.00																
580	14.00																
570	14.00																
560	14.00																
550	14.00																
540	14.00																
530	14.00																
520	14.00																
510	13.66																
500	13.22													1			1
490	12.78																
480	12.34														1		1
470	11.90																
460	11.47														1		1
450	11.03																
440	10.59												1				1
430	10.15																
420	9.71																
410	9.28																
400	8.84																
390	8.40									1		1					2
380	7.96					1		1		1							3
370	7.52																
360	7.09									1	1						2
350	6.65																
340	6.21																
330	5.77				1						1						2
320	5.33																
310	4.90																
300	4.46																
290	4.02																
280	3.58																
270	3.14																
260	2.71																
200-250	0.08-2.																
Total		0	0	0	1	1	0	1	0	3	2	1	1	1	2	0	13
%		0%	0%	0%	8%	8%	0%	8%	0%	23%	15%	8%	8%	8%	15%	0%	100%
Mean Score		–	–	–	330	380	–	380	–	377	345	390	440	500	470	–	398.46
Standard Deviation		–	–	–	0	0	–	0	–	12	15	0	0	0	10	–	52.60
Expected Score		282	295	308	322	335	348	362	375	388	402	415	428	441	455	468	

Expected Grade = (Test Score x 0.0438) - 8.6826	Expected Score = (Preliminary Grade x 13.3160) + 281.6905	Mean Grade 8.77	Standard Deviation 3.02	Coefficient of Correlation r = .76

Table 9.2

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 804:
Combined Frequency Distributions and Descriptive Statistics
Russian Validity Study of 1986-1987
(N = 13)

	Preliminary Course Grades (0 - 14)		
Composite Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
700-800			
610-690			
600			
590			
580			
570			
560			
550			
540			
530			
520			
510			
500		1	1
490			
480		1	1
470			
460		1	1
450			
440		1	1
430			
420			
410			
400			
390		2	2
380	1	2	3
370			
360		2	2
350			
340			
330	1	1	2
320			
310			
300			
290			
280			
270			
260			
200-250			
Total	2	11	13
%	15%	85%	100%
Mean Score	355.00	406.36	398.46
Standard Deviation	25.00	52.44	52.60

Mean Grade	Standard Deviation
8.77	3.02

Coefficient of Correlation
r = .76

Table 9.3

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 804: Possible Decision Scores and Corresponding Accuracies of Placement Russian Validity Study of 1986-1987 (N = 13)

Place-ment Category	Cumulative Number of Students				Percent of Students in Each Placement Category			Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 2)		Satisfactory 6-14 (N = 11)		Unsatisfactory		Satisfactory	Placement Accuracy	Number of Students	% of Students
490 - up	Too High	0	1	Correct	Too High	0%	9% Correct	Too High	0	0%
								Correct	3	23%
Below 490	Correct	2	10	Too Low	Correct	100%	91% Too Low	Too Low	10	77%
480 - up	Too High	0	2	Correct	Too High	0%	18% Correct	Too High	0	0%
								Correct	4	31%
Below 480	Correct	2	9	Too Low	Correct	100%	82% Too Low	Too Low	9	69%
450 - up	Too High	0	3	Correct	Too High	0%	27% Correct	Too High	0	0%
								Correct	5	38%
Below 450	Correct	2	8	Too Low	Correct	100%	73% Too Low	Too Low	8	62%
440 - up	Too High	0	4	Correct	Too High	0%	36% Correct	Too High	0	0%
								Correct	6	46%
Below 440	Correct	2	7	Too Low	Correct	100%	64% Too Low	Too Low	7	54%
400 - up	Too High	0	4	Correct	Too High	0%	36% Correct	Too High	0	0%
								Correct	6	46%
Below 400	Correct	2	7	Too Low	Correct	100%	64% Too Low	Too Low	7	54%
390 - up	Too High	0	6	Correct	Too High	0%	55% Correct	Too High	0	0%
								Correct	8	62%
Below 390	Correct	2	5	Too Low	Correct	100%	45% Too Low	Too Low	5	38%
380 - up	Too High	1	8	Correct	Too High	50%	73% Correct	Too High	1	8%
								Correct	9	69%
Below 380	Correct	1	3	Too Low	Correct	50%	27% Too Low	Too Low	3	23%
370 - up	Too High	1	8	Correct	Too High	50%	73% Correct	Too High	1	8%
								Correct	9	69%
Below 370	Correct	1	3	Too Low	Correct	50%	27% Too Low	Too Low	3	23%
360 - up	Too High	1	10	Correct	Too High	50%	91% Correct	Too High	1	8%
								Correct	11	85%
Below 360	Correct	1	1	Too Low	Correct	50%	9% Too Low	Too Low	1	8%
350 - up	Too High	1	10	Correct	Too High	50%	91% Correct	Too High	1	8%
								Correct	11	85%
Below 350	Correct	1	1	Too Low	Correct	50%	9% Too Low	Too Low	1	8%
340 - up	Too High	1	10	Correct	Too High	50%	91% Correct	Too High	1	8%
								Correct	11	85%
Below 340	Correct	1	1	Too Low	Correct	50%	9% Too Low	Too Low	1	8%
330 - up	Too High	2	11	Correct	Too High	100%	100% Correct	Too High	2	15%
								Correct	11	85%
Below 330	Correct	0	0	Too Low	Correct	0%	0% Too Low	Too Low	0	0%

Table 9.4

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 804: Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Russian Validity Study of 1986-1987
(N = 13)

Guideline	Russian 804: Composite Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 9.1).	360
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 9.1).	340
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 9.3.)	370 or 380
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 9.3.)	330 - 360
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 9.2 for number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	340
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 9.3.)	330 - 360

Table 10.1
End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 312L: Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Russian Validity Study of 1986-1987
(N = 49)

		Preliminary Course Grades (0-14) in Russian 312L														
Composite Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
700-800	14.00														1	2	3
610-690	12.23-13.91													2	3	2	7
600	12.02																
590	11.81										1				2	1	4
580	11.60																
570	11.39												1				1
560	11.18											1	1		1		3
550	10.98											1			2		3
540	10.77								1								1
530	10.56										1						1
520	10.35											2		1			3
510	10.14																
500	9.93											2			1		3
490	9.72												1				1
480	9.51											2					2
470	9.30								1			1			1		3
460	9.09								1								1
450	8.88											2					2
440	8.67										1						1
430	8.46																
420	8.25											1					1
410	8.04					1		1									2
400	7.83							1									1
390	7.62										1	1					2
380	7.41							1									1
370	7.20																
360	6.99							1									1
350	6.78																
340	6.58																
330	6.37																
320	6.16							1									1
310	5.95					1											1
300	5.74																
290	5.53																
280	5.32																
270	5.11																
260	4.90																
200-250	3.64-4.69																
Total		0	0	0	0	2	0	5	3	0	4	13	3	3	11	5	49
%		0%	0%	0%	0%	4%	0%	10%	6%	0%	8%	27%	6%	6%	22%	10%	100%
Mean Score		–	–	–	–	360	–	374	490	–	488	484	540	597	585	666	520.00
Standard Deviation		–	–	–	–	50	–	32	36	–	78	47	36	54	70	77	102.76
Expected Score		218	247	276	305	335	364	393	422	451	481	510	539	568	598	627	

Expected Grade = (Test Score x 0.02095) - 0.5475	Expected Score = (Preliminary Grade x 29.2103) + 217.7629	Mean Grade 10.35	Standard Deviation 2.75	Coefficient of Correlation r = .78

Table 10.2

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 312L: Combined Frequency Distributions and Descriptive Statistics Russian Validity Study of 1986-1987 (N = 49)

	Preliminary Course Grades (0 - 14)		
Composite Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
700-800		3	3
610-690		7	7
600			
590		4	4
580			
570		1	1
560		3	3
550		3	3
540		1	1
530		1	1
520		3	3
510			
500		3	3
490		1	1
480		2	2
470		3	3
460		1	1
450		2	2
440		1	1
430			
420		1	1
410	1	1	2
400		1	1
390		2	2
380		1	1
370			
360		1	1
350			
340			
330			
320		1	1
310	1		1
300			
290			
280			
270			
260			
200-250			
Total	2	47	49
%	4%	96%	100%
Mean Score	360.00	526.81	520.00
Standard Deviation	50.00	98.83	102.76

Mean Grade	Standard Deviation
10.35	2.75

Coefficient of Correlation
r = .78

Table 10.3

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 312L: Possible Decision Scores and Corresponding Accuracies of Placement Russian Validity Study of 1986-1987 (N = 49)

Placement Category	Cumulative Number of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 2)	Satisfactory 6-14 (N = 47)	Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
520 - up	Too High 0	26 Correct	Too High 0%	55% Correct	Too High	0	0%
					Correct	28	57%
Below 520	Correct 2	21 Too Low	Correct 100%	45% Too Low	Too Low	21	43%
500 - up	Too High 0	29 Correct	Too High 0%	62% Correct	Too High	0	0%
					Correct	31	63%
Below 500	Correct 2	18 Too Low	Correct 100%	38% Too Low	Too Low	18	37%
460 - up	Too High 0	36 Correct	Too High 0%	77% Correct	Too High	0	0%
					Correct	38	78%
Below 460	Correct 2	11 Too Low	Correct 100%	23% Too Low	Too Low	11	22%
450 - up	Too High 0	38 Correct	Too High 0%	81% Correct	Too High	0	0%
					Correct	40	82%
Below 450	Correct 2	9 Too Low	Correct 100%	19% Too Low	Too Low	9	18%
420 - up	Too High 0	40 Correct	Too High 0%	85% Correct	Too High	0	0%
					Correct	42	86%
Below 420	Correct 2	7 Too Low	Correct 100%	15% Too Low	Too Low	7	14%
400 - up	Too High 1	42 Correct	Too High 50%	89% Correct	Too High	1	2%
					Correct	43	88%
Below 400	Correct 1	5 Too Low	Correct 50%	11% Too Low	Too Low	5	10%
390 - up	Too High 1	44 Correct	Too High 50%	94% Correct	Too High	1	2%
					Correct	45	92%
Below 390	Correct 1	3 Too Low	Correct 50%	6% Too Low	Too Low	3	6%
360 - up	Too High 1	46 Correct	Too High 50%	98% Correct	Too High	1	2%
					Correct	47	96%
Below 360	Correct 1	1 Too Low	Correct 50%	2% Too Low	Too Low	1	2%
350 - up	Too High 1	46 Correct	Too High 50%	98% Correct	Too High	1	2%
					Correct	47	96%
Below 350	Correct 1	1 Too Low	Correct 50%	2% Too Low	Too Low	1	2%
340 - up	Too High 1	46 Correct	Too High 50%	98% Correct	Too High	1	2%
					Correct	47	96%
Below 340	Correct 1	1 Too Low	Correct 50%	2% Too Low	Too Low	1	2%
330 - up	Too High 1	46 Correct	Too High 50%	98% Correct	Too High	1	2%
					Correct	47	96%
Below 330	Correct 1	1 Too Low	Correct 20%	2% Too Low	Too Low	1	2%
320 - up	Too High 1	47 Correct	Too High 50%	100% Correct	Too High	1	2%
					Correct	48	98%
Below 320	Correct 1	0 Too Low	Correct 50%	0% Too Low	Too Low	0	0%

Table 10.4

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 312L: Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Russian Validity Study of 1986-1987
(N = 49)

Guideline	Russian 312L: Composite Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 10.1).	393 [a]
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 10.1).	320
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 10.3.)	420
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 10.3.)	330 - 360
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 10.2 for number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	330
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 10.3.)	320

[a] In operational use, this 3-digit College Board score would be rounded to the nearest zero on a 10-point scale (i.e., 390).

Table 11.1
End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 612: Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Russian Validity Study of 1986-1987
(N = 6)

		Preliminary Course Grades (0-14) in Russian 612														
Composite Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
700-800	13.28-14.00																
610-690	11.39-13.07													3	1		4
600	11.18																
590	10.97																
580	10.76																
570	10.55																
560	10.34																
550	10.13																
540	9.92																
530	9.71																
520	9.50							1									1
510	9.29																
500	9.08																
490	8.87																
480	8.66																
470	8.46																
460	8.25																
450	8.04											1					1
440	7.83																
430	7.62																
420	7.41																
410	7.20																
400	6.99																
390	6.78																
380	6.57																
370	6.36																
360	6.15																
350	5.94																
340	5.73																
330	5.52																
320	5.31																
310	5.10																
300	4.89																
290	4.68																
280	4.47																
270	4.26																
260	4.05																
200-250	2.80-3.84																
Total		0	0	0	0	0	0	1	0	0	0	1	0	3	1	0	6
%		0%	0%	0%	0%	0%	0%	17%	0%	0%	0%	17%	0%	50%	17%	0%	100%
Mean Score		–	–	–	–	–	–	520	–	–	–	450	–	613	690	–	583.33
Standard Deviation		–	–	–	–	–	–	0	–	–	–	0	–	5	0	–	77.39
Expected Score		335	358	381	404	427	449	472	495	518	541	564	587	610	633	656	

Expected Grade = (Test Score x 0.02096) - 1.3961	Expected Score = (Preliminary Grade x 22.9442) + 334.7716	Mean Grade 10.83	Standard Deviation 2.34	Coefficient of Correlation r = .69

Table 11.2

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 612:
Combined Frequency Distributions and Descriptive Statistics
Russian Validity Study of 1986-1987
(N = 6)

	Preliminary Course Grades (0 - 14)		
Composite Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
700-800			
610-690		4	4
600			
590			
580			
570			
560			
550			
540			
530			
520		1	1
510			
500			
490			
480			
470			
460			
450		1	1
440			
430			
420			
410			
400			
390			
380			
370			
360			
350			
340			
330			
320			
310			
300			
290			
280			
270			
260			
200-250			
Total	0	6	6
%	0%	100%	100%
Mean Score	–	583.33	583.33
Standard Deviation	–	77.39	77.39

Mean Grade	Standard Deviation
10.83	2.34

Coefficient of Correlation
$r = .69$

Table 11.3

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 612: Possible Decision Scores and Corresponding Accuracies of Placement Russian Validity Study of 1986-1987 (N = 6)

Place-ment Category	Cumulative Number of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 0)	Satisfactory 6-14 (N = 6)	Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
700 - up	Too High 0	0 Correct	Too High 0%	0% Correct	Too High	0	0%
					Correct	0	0%
Below 700	Correct 0	6 Too Low	Correct 0%	100% Too Low	Too Low	6	100%
690 - up	Too High 0	1 Correct	Too High 0%	17% Correct	Too High	0	0%
					Correct	1	17%
Below 690	Correct 0	5 Too Low	Correct 0%	83% Too Low	Too Low	5	83%
620 - up	Too High 0	2 Correct	Too High 0%	33% Correct	Too High	0	0%
					Correct	2	33%
Below 620	Correct 0	4 Too Low	Correct 0%	67% Too Low	Too Low	4	67%
610 - up	Too High 0	4 Correct	Too High 0%	67% Correct	Too High	0	0%
					Correct	4	67%
Below 610	Correct 0	2 Too Low	Correct 0%	33% Too Low	Too Low	2	33%
540 - up	Too High 0	4 Correct	Too High 0%	67% Correct	Too High	0	0%
					Correct	4	67%
Below 540	Correct 0	2 Too Low	Correct 0%	33% Too Low	Too Low	2	33%
530 - up	Too High 0	4 Correct	Too High 0%	67% Correct	Too High	0	0%
					Correct	4	67%
Below 530	Correct 0	2 Too Low	Correct 0%	33% Too Low	Too Low	2	33%
520 - up	Too High 0	5 Correct	Too High 0%	83% Correct	Too High	0	0%
					Correct	5	83%
Below 520	Correct 0	1 Too Low	Correct 0%	17% Too Low	Too Low	1	17%
490 - up	Too High 0	5 Correct	Too High 0%	83% Correct	Too High	0	0%
					Correct	5	83%
Below 490	Correct 0	1 Too Low	Correct 0%	17% Too Low	Too Low	1	17%
480 - up	Too High 0	5 Correct	Too High 0%	83% Correct	Too High	0	0%
					Correct	5	83%
Below 480	Correct 0	1 Too Low	Correct 0%	17% Too Low	Too Low	1	17%
470 - up	Too High 0	5 Correct	Too High 0%	83% Correct	Too High	0	0%
					Correct	5	83%
Below 470	Correct 0	1 Too Low	Correct 0%	17% Too Low	Too Low	1	17%
460 - up	Too High 0	5 Correct	Too High 0%	83% Correct	Too High	0	0%
					Correct	5	83%
Below 460	Correct 0	1 Too Low	Correct 0%	17% Too Low	Too Low	1	17%
450- up	Too High 0	6 Correct	Too High 0%	100% Correct	Too High	0	0%
					Correct	6	100%
Below 450	Correct 0	0 Too Low	Correct 0%	0% Too Low	Too Low	0	0%

Table 11.4

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 612: Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Russian Validity Study of 1986-1987
(N = 6)

Guideline	Russian 612: Composite Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 11.1).	472 [a]
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 11.1).	360
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 11.3.)	-- [b]
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 11.3.)	-- [b]
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 11.2 for number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	-- [b]
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 11.3.)	450

[a] In operational use, this 3-digit College Board score would be rounded to the nearest zero on a 10-point scale (i.e., 470).

[b] In this course, Guidelines 3 - 5 cannot adequately be applied because there were no students with Unsatisfactory scores.

Table 12.1
End-of-Semester Reading Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 507T: Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Russian Validity Study of 1986-1987
(N = 9)

		Preliminary Course Grades (0-14) in Russian 507T														
Reading Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
700-800	14.00																
610-690	14.00																
600	14.00																
590	14.00																
580	14.00																
570	14.00																
560	14.00																
550	14.00																
540	14.00																
530	14.00																
520	14.00																
510	14.00																
500	14.00																
490	14.00																
480	14.00																
470	14.00																
460	14.00															1	1
450	14.00																
440	13.74																
430	13.30																
420	12.87																
410	12.44																
400	12.00															1	1
390	11.57													1			1
380	11.13											1					1
370	10.70																
360	10.27									1				1			2
350	9.83																
340	9.40																
330	8.97											1					1
320	8.53							1									1
310	8.10																
300	7.66										1						1
290	7.23																
280	6.80																
270	6.36																
260	5.93																
200-250	3.33-5.50																
Total		0	0	0	0	0	0	1	0	1	1	2	0	2	0	2	9
%		0%	0%	0%	0%	0%	0%	11%	0%	11%	11%	22%	0%	22%	0%	22%	100%
Mean Score		–	–	–	–	–	–	320	–	360	300	355	–	375	–	430	366.67
Standard Deviation		–	–	–	–	–	–	0	–	0	0	25	–	15	–	30	45.46
Expected Score		220	234	248	262	276	290	304	317	331	345	359	373	387	401	414	

Expected Grade = (Test Score x 0.04337) - 5.3465	Expected Score = (Preliminary Grade x 13.8550) + 220.4198	Mean Grade 10.56	Standard Deviation 2.54	Coefficient of Correlation r = .78

Table 12.2

End-of-Semester Reading Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 507T:
Combined Frequency Distributions and Descriptive Statistics
Russian Validity Study of 1986-1987
(N = 9)

	Preliminary Course Grades (0 - 14)		
Reading Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
700-800			
610-690			
600			
590			
580			
570			
560			
550			
540			
530			
520			
510			
500			
490			
480			
470		1	1
460			
450			
440			
430			
420			
410		1	1
400		1	1
390		1	1
380			
370		2	2
360			
350			
340		1	1
330		1	1
320			
310		1	1
300			
290			
280			
270			
260			
200-250			
Total	0	9	9
%	0%	100%	100%
Mean Score	–	366.67	366.67
Standard Deviation	–	45.46	45.46

Mean Grade	Standard Deviation
10.56	2.54

Coefficient of Correlation
$r = .78$

Table 12.3

End-of-Semester Reading Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 507T: Possible Decision Scores and Corresponding Accuracies of Placement Russian Validity Study of 1986-1987 (N = 9)

Place-ment Category	Cumulative Number of Students				Percent of Students in Each Placement Category			Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 0)		Satisfactory 6-14 (N = 9)		Unsatisfactory		Satisfactory	Placement Accuracy	Number of Students	% of Students
470 - up	Too High	0	0	Correct	Too High	0%	0% Correct	Too High	0	0%
								Correct	0	0%
Below 470	Correct	0	9	Too Low	Correct	0%	100% Too Low	Too Low	9	100%
460 - up	Too High	0	1	Correct	Too High	0%	11% Correct	Too High	0	0%
								Correct	1	11%
Below 460	Correct	0	8	Too Low	Correct	0%	89% Too Low	Too Low	8	89%
410 - up	Too High	0	1	Correct	Too High	0%	11% Correct	Too High	0	0%
								Correct	1	11%
Below 410	Correct	0	8	Too Low	Correct	0%	89% Too Low	Too Low	8	89%
400 - up	Too High	0	2	Correct	Too High	0%	22% Correct	Too High	0	0%
								Correct	2	22%
Below 400	Correct	0	7	Too Low	Correct	0%	78% Too Low	Too Low	7	78%
390 - up	Too High	0	3	Correct	Too High	0%	33% Correct	Too High	0	0%
								Correct	3	33%
Below 390	Correct	0	6	Too Low	Correct	0%	67% Too Low	Too Low	6	67%
380 - up	Too High	0	4	Correct	Too High	0%	44% Correct	Too High	0	0%
								Correct	4	44%
Below 380	Correct	0	5	Too Low	Correct	0%	56% Too Low	Too Low	5	56%
370 - up	Too High	0	4	Correct	Too High	0%	44% Correct	Too High	0	0%
								Correct	4	44%
Below 370	Correct	0	5	Too Low	Correct	0%	56% Too Low	Too Low	5	56%
360 - up	Too High	0	6	Correct	Too High	0%	67% Correct	Too High	0	0%
								Correct	6	67%
Below 360	Correct	0	3	Too Low	Correct	0%	33% Too Low	Too Low	3	33%
330 - up	Too High	0	7	Correct	Too High	0%	78% Correct	Too High	0	0%
								Correct	7	78%
Below 330	Correct	0	2	Too Low	Correct	0%	22% Too Low	Too Low	2	22%
320 - up	Too High	0	8	Correct	Too High	0%	89% Correct	Too High	0	0%
								Correct	8	89%
Below 320	Correct	0	1	Too Low	Correct	0%	11% Too Low	Too Low	1	11%
310 - up	Too High	0	8	Correct	Too High	0%	89% Correct	Too High	0	0%
								Correct	8	89%
Below 310	Correct	0	1	Too Low	Correct	0%	11% Too Low	Too Low	1	11%
300 - up	Too High	0	9	Correct	Too High	0%	100% Correct	Too High	0	0%
								Correct	9	100%
Below 300	Correct	0	0	Too Low	Correct	0%	0% Too Low	Too Low	0	0%

Table 12.4

End-of-Semester Reading Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 507T: Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Russian Validity Study of 1986-1987
(N = 9)

Guideline	Russian 507T: Reading Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 12.1).	304 [a]
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 12.1).	270
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 12.3.)	-- [b]
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 12.3.)	-- [b]
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 12.2 for number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	-- [b]
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 12.3.)	300

[a] In operational use, this 3-digit College Board score would be rounded to the nearest zero on a 10-point scale (i.e., 300).

[b] In this course, Guidelines 3 - 5 cannot adequately be applied because there were no students with Unsatisfactory scores.

Table 13.1
End-of-Semester Reading Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 312N: Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Russian Validity Study of 1986-1987
(N = 6)

		Preliminary Course Grades (0-14) in Russian 312N														
Reading Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
700-800	14.00																
610-690	14.00																
600	14.00																
590	14.00																
580	14.00																
570	14.00																
560	14.00																
550	14.00																
540	14.00																
530	14.00																
520	14.00																
510	14.00																
500	14.00																
490	14.00																
480	14.00															1	1
470	14.00																
460	13.46																
450	12.75																
440	12.04																
430	11.33																
420	10.61																
410	9.90													1			1
400	9.19																
390	8.48									1		2					3
380	7.77					1											1
370	7.06																
360	6.34																
350	5.63																
340	4.92																
330	4.21																
320	3.50																
310	2.79																
300	2.08																
290	1.36																
280	0.65																
270	0.00																
260	0.00																
200-250	0.00																
Total		0	0	0	0	1	0	0	0	1	0	2	0	1	0	1	6
%		0%	0%	0%	0%	17%	0%	0%	0%	17%	0%	33%	0%	17%	0%	17%	100%
Mean Score		–	–	–	–	380	–	–	–	390	–	390	–	410	–	480	406.67
Standard Deviation		–	–	–	–	0	–	–	–	0	–	0	–	0	–	0	33.99
Expected Score		326	335	343	351	360	368	376	384	393	401	409	418	426	434	443	

Expected Grade = (Test Score x 0.07115) - 19.2692	Expected Score = (Preliminary Grade x 8.3146) + 326.2921	Mean Grade 9.67	Standard Deviation 3.14	Coefficient of Correlation r = .77

Table 13.2

End-of-Semester Reading Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 312N:
Combined Frequency Distributions and Descriptive Statistics
Russian Validity Study of 1986-1987
(N = 6)

	Preliminary Course Grades (0 - 14)		
Reading Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
700-800			
610-690			
600			
590			
580			
570			
560			
550			
540			
530			
520			
510			
500			
490			
480		1	1
470			
460			
450			
440			
430			
420			
410		1	1
400			
390		3	3
380	1		1
370			
360			
350			
340			
330			
320			
310			
300			
290			
280			
270			
260			
200-250			
Total	1	5	6
%	17%	83%	100%
Mean Score	380.00	412.00	406.67
Standard Deviation	0.00	34.87	33.99

Mean Grade	Standard Deviation
9.67	3.14

Coefficient of Correlation
$r = .77$

Table 13.3

End-of-Semester Reading Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 312N: Possible Decision Scores and Corresponding Accuracies of Placement Russian Validity Study of 1986-1987 (N = 6)

Placement Category	Cumulative Number of Students				Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 1)		Satisfactory 6-14 (N = 5)		Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
490 - up	Too High	0	0	Correct	Too High 0%	0% Correct	Too High	0	0%
							Correct	1	17%
Below 490	Correct	1	5	Too Low	Correct 100%	100% Too Low	Too Low	5	83%
480 - up	Too High	0	1	Correct	Too High 0%	20% Correct	Too High	0	0%
							Correct	2	33%
Below 480	Correct	1	4	Too Low	Correct 100%	80% Too Low	Too Low	4	67%
470 - up	Too High	0	1	Correct	Too High 0%	20% Correct	Too High	0	0%
							Correct	2	33%
Below 470	Correct	1	4	Too Low	Correct 100%	80% Too Low	Too Low	4	67%
460 - up	Too High	0	1	Correct	Too High 0%	20% Correct	Too High	0	0%
							Correct	2	33%
Below 460	Correct	1	4	Too Low	Correct 100%	80% Too Low	Too Low	4	67%
450 - up	Too High	0	1	Correct	Too High 0%	20% Correct	Too High	0	0%
							Correct	2	33%
Below 450	Correct	1	4	Too Low	Correct 100%	80% Too Low	Too Low	4	67%
440 - up	Too High	0	1	Correct	Too High 0%	20% Correct	Too High	0	0%
							Correct	2	33%
Below 440	Correct	1	4	Too Low	Correct 100%	80% Too Low	Too Low	4	67%
420 - up	Too High	0	1	Correct	Too High 0%	20% Correct	Too High	0	0%
							Correct	2	33%
Below 420	Correct	1	4	Too Low	Correct 100%	80% Too Low	Too Low	4	67%
410 - up	Too High	0	2	Correct	Too High 0%	40% Correct	Too High	0	0%
							Correct	3	50%
Below 410	Correct	1	3	Too Low	Correct 100%	60% Too Low	Too Low	3	50%
400 - up	Too High	0	2	Correct	Too High 0%	40% Correct	Too High	0	0%
							Correct	3	50%
Below 400	Correct	1	3	Too Low	Correct 100%	60% Too Low	Too Low	3	50%
390 - up	Too High	0	5	Correct	Too High 0%	100% Correct	Too High	0	0%
							Correct	6	100%
Below 390	Correct	1	0	Too Low	Correct 100%	0% Too Low	Too Low	0	0%
380- up	Too High	1	5	Correct	Too High 100%	100% Correct	Too High	1	17%
							Correct	5	83%
Below 380	Correct	0	0	Too Low	Correct 0%	0% Too Low	Too Low	0	0%
360 - up	Too High	1	5	Correct	Too High 100%	100% Correct	Too High	1	17%
							Correct	5	83%
Below 360	Correct	0	0	Too Low	Correct 0%	0% Too Low	Too Low	0	0%

Table 13.4

End-of-Semester Reading Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 312N: Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Russian Validity Study of 1986-1987
(N = 6)

Guideline	Russian 312N: Reading Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 13.1).	376 [a]
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 13.1).	360
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 13.3.)	390
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 13.3.)	390
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 13.2 for number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	390
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 13.3.)	390

[a] In operational use, this 3-digit College Board score would be rounded to the nearest zero on a 10-point scale (i.e., 380).

Appendix C

Results of the 1974 Russian Validity Study:

Tables 14.1 - 14.4: Russian 407
Tables 15.1 - 15.4: Russian 407 and 804, Combined

Table 14.1

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 407: Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores

Russian Validity Study of May 1974

(N = 45)

		Preliminary Course Grades (0-14) in Russian 407														
Composite Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
700-800	14.00																
610-690	14.00																
600	14.00																
590	14.00																
580	14.00															1	1
570	14.00																
560	14.00																
550	14.00																
540	14.00																
530	14.00												1				1
520	13.75														1		1
510	13.42														1		1
500	13.08																
490	12.75														1		1
480	12.41														2		2
470	12.08													1	2		3
460	11.74																
450	11.40													1	3		4
440	11.07										1	1			2		4
430	10.73											1	2		1		4
420	10.40								1		2	1	2	2	1		9
410	10.06									2					2		4
400	9.73							1				2					3
390	9.39											1		1			2
380	9.06																
370	8.72					1							1				2
360	8.38					1			1								2
350	8.05																
340	7.71																
330	7.38									1							1
320	7.04																
310	6.71																
300	6.37																
290	6.03																
280	5.70																
270	5.36																
260	5.03																
200-250	3.01-4.69																
Total		0	0	0	0	2	0	1	2	3	3	6	6	5	16	1	45
%		0%	0%	0%	0%	4%	0%	2%	4%	7%	7%	13%	13%	11%	36%	2%	100%
Mean Score		–	–	–	–	365	–	400	390	383	427	413	433	430	458	580	432.67
Standard Deviation		–	–	–	–	5	–	0	30	38	9	18	48	28	32	0	46.54
Expected Score		305	416	328	340	352	364	376	387	399	411	423	435	447	458	470	

Expected Grade = (Test Score x 0.03356) - 3.6976	Expected Score = (Preliminary Grade x 11.8279) + 304.6625	Mean Grade 10.82	Standard Deviation 2.48	Coefficient of Correlation r = .63

Table 14.2

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 407:
Combined Frequency Distributions and Descriptive Statistics
Russian Validity Study of May 1974
(N = 45)

	Preliminary Course Grades (0 - 14)		
Composite Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
700-800			
610-690			
600			
590			
580		1	1
570			
560			
550			
540			
530		1	1
520		1	1
510		1	1
500			
490		1	1
480		2	2
470		3	3
460			
450		4	4
440		4	4
430		4	4
420		9	9
410		4	4
400		3	3
390		2	2
380			
370	1	1	2
360	1	1	2
350			
340			
330		1	1
320			
310			
300			
290			
280			
270			
260			
200-250			
Total	2	43	45
%	4%	96%	100%
Mean Score	365.00	435.81	432.67
Standard Deviation	5.00	45.20	46.54

Mean Grade	Standard Deviation
10.82	2.48

Coefficient of Correlation
r = .63

Table 14.3

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 407: Possible Decision Scores and Corresponding Accuracies of Placement Russian Validity Study of May 1974 (N = 45)

Placement Category	Cumulative Number of Students: Unsatisfactory 0-5 (N = 2)	Cumulative Number of Students: Satisfactory 6-14 (N = 43)	Percent of Students in Each Placement Category: Unsatisfactory	Percent of Students in Each Placement Category: Satisfactory	Overall Accuracy of Placement: Placement Accuracy	Overall Accuracy of Placement: Number of Students	Overall Accuracy of Placement: % of Students
440 - up	Too High 0	18 Correct	Too High 0%	42% Correct	Too High	0	0%
					Correct	20	44%
Below 440	Correct 2	25 Too Low	Correct 100%	58% Too Low	Too Low	25	56%
430 - up	Too High 0	22 Correct	Too High 0%	51% Correct	Too High	0	0%
					Correct	24	53%
Below 430	Correct 2	21 Too Low	Correct 100%	49% Too Low	Too Low	21	47%
420 - up	Too High 0	31 Correct	Too High 0%	72% Correct	Too High	0	0%
					Correct	33	73%
Below 420	Correct 2	12 Too Low	Correct 100%	28% Too Low	Too Low	12	27%
410 - up	Too High 0	35 Correct	Too High 0%	81% Correct	Too High	0	0%
					Correct	37	82%
Below 410	Correct 2	8 Too Low	Correct 100%	19% Too Low	Too Low	8	18%
400 - up	Too High 0	38 Correct	Too High 0%	88% Correct	Too High	0	0%
					Correct	40	89%
Below 400	Correct 2	5 Too Low	Correct 100%	12% Too Low	Too Low	5	11%
390 - up	Too High 0	40 Correct	Too High 0%	93% Correct	Too High	0	0%
					Correct	42	93%
Below 390	Correct 2	3 Too Low	Correct 100%	7% Too Low	Too Low	3	7%
380 - up	Too High 0	40 Correct	Too High 0%	93% Correct	Too High	0	0%
					Correct	42	93%
Below 380	Correct 2	3 Too Low	Correct 100%	7% Too Low	Too Low	3	7%
370 - up	Too High 1	41 Correct	Too High 50%	95% Correct	Too High	1	2%
					Correct	42	93%
Below 370	Correct 1	2 Too Low	Correct 50%	5% Too Low	Too Low	2	4%
360 - up	Too High 2	42 Correct	Too High 100%	98% Correct	Too High	2	4%
					Correct	42	93%
Below 360	Correct 0	1 Too Low	Correct 0%	2% Too Low	Too Low	1	2%
340 - up	Too High 2	42 Correct	Too High 100%	98% Correct	Too High	2	4%
					Correct	42	93%
Below 340	Correct 0	1 Too Low	Correct 0%	2% Too Low	Too Low	1	2%
330 - up	Too High 2	43 Correct	Too High 100%	100% Correct	Too High	2	4%
					Correct	43	96%
Below 330	Correct 0	0 Too Low	Correct 0%	0% Too Low	Too Low	0	0%
290 - up	Too High 2	43 Correct	Too High 100%	100% Correct	Too High	2	4%
					Correct	43	96%
Below 290	Correct 0	0 Too Low	Correct 0%	0% Too Low	Too Low	0	0%

Table 14.4

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance in Russian 407: Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Russian Validity Study of May 1974
(N = 45)

Guideline	Russian 407: Composite Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 14.1).	376 [a]
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 14.1).	290
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 14.3.)	380 or 390
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 14.3.)	360
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 14.2 for number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	370
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 14.3.)	290 - 330

[a] In operational use, this 3-digit College Board score would be rounded to the nearest zero on a 10-point scale (i.e., 380).

Table 15.1

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level II (Russian 407 and 804): Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores

Russian Validity Study of May 1974

(N = 49)

		Preliminary Course Grades (0-14) in Russian 407 and 804														
Composite Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
700-800	14.00																
610-690	14.00																
600	14.00																
590	14.00																
580	14.00															1	1
570	14.00																
560	14.00														1		1
550	13.76													2			2
540	13.49																
530	13.23												1				1
520	12.97														1		1
510	12.70														1		1
500	12.44											1					1
490	12.18														1		1
480	11.91														2		2
470	11.65													1	2		3
460	11.39																
450	11.12													1	3		4
440	10.86										1	1			2		4
430	10.60											1	2		1		4
420	10.33								1		2	1	2	2	1		9
410	10.07									2					2		4
400	9.81							1				2					3
390	9.55											1		1			2
380	9.28																
370	9.02					1							1				2
360	8.76					1			1								2
350	8.49																
340	8.23																
330	7.97									1							1
320	7.70																
310	7.44																
300	7.18																
290	6.91																
280	6.65																
270	6.39																
260	6.12																
200-250	4.54-5.86																
Total		0	0	0	0	2	0	1	2	3	3	7	6	7	17	1	49
%		0%	0%	0%	0%	4%	0%	2%	4%	6%	6%	14%	12%	14%	35%	2%	100%
Mean Score		–	–	–	–	365	–	400	390	383	427	426	433	464	464	580	441.43
Standard Deviation		–	–	–	–	5	–	0	30	38	9	35	48	59	39	0	53.83
Expected Score		298	311	325	338	351	364	377	390	403	417	430	443	456	469	482	

Expected Grade = (Test Score x 0.02632) - 0.7195	Expected Score = (Preliminary Grade x 13.1363) + 298.2697	Mean Grade 10.89	Standard Deviation 2.41	Coefficient of Correlation r = .59

Table 15.2

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level II (Russian 407 and 804): Combined Frequency Distributions and Descriptive Statistics
Russian Validity Study of May 1974
(N = 49)

	Preliminary Course Grades (0 - 14)		
Composite Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
700-800			
610-690			
600			
590			
580		1	1
570			
560		1	1
550		2	2
540			
530		1	1
520		1	1
510		1	1
500		1	1
490		1	1
480		2	2
470		3	3
460			
450		4	4
440		4	4
430		4	4
420		9	9
410		4	4
400		3	3
390		2	2
380			
370	1	1	2
360	1	1	2
350			
340			
330		1	1
320			
310			
300			
290			
280			
270			
260			
200-250			
Total	2	47	49
%	4%	96%	100%
Mean Score	365.00	444.68	441.43
Standard Deviation	5.00	52.55	53.83

Mean Grade	Standard Deviation
10.89	2.41

Coefficient of Correlation
$r = .59$

Table 15.3

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performance at Level II (Russian 407 and 804): Possible Decision Scores and Corresponding Accuracies of Placement
Russian Validity Study of May 1974
(N = 49)

Placement Category	Cumulative Number of Students				Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 2)		Satisfactory 6-14 (N = 47)		Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
430 - up	Too High	0	26	Correct	Too High 0%	55% Correct	Too High	0	0%
							Correct	28	57%
Below 430	Correct	2	21	Too Low	Correct 100%	45% Too Low	Too Low	21	43%
420 - up	Too High	0	35	Correct	Too High 0%	74% Correct	Too High	0	0%
							Correct	37	76%
Below 420	Correct	2	12	Too Low	Correct 100%	26% Too Low	Too Low	12	24%
410 - up	Too High	0	39	Correct	Too High 0%	83% Correct	Too High	0	0%
							Correct	41	84%
Below 410	Correct	2	8	Too Low	Correct 100%	17% Too Low	Too Low	8	16%
400 - up	Too High	0	42	Correct	Too High 0%	89% Correct	Too High	0	0%
							Correct	44	90%
Below 400	Correct	2	5	Too Low	Correct 100%	11% Too Low	Too Low	5	10%
390 - up	Too High	0	44	Correct	Too High 0%	94% Correct	Too High	0	0%
							Correct	46	94%
Below 390	Correct	2	3	Too Low	Correct 100%	6% Too Low	Too Low	3	6%
380 - up	Too High	0	44	Correct	Too High 0%	94% Correct	Too High	0	0%
							Correct	46	94%
Below 380	Correct	2	3	Too Low	Correct 100%	6% Too Low	Too Low	3	6%
370 - up	Too High	1	45	Correct	Too High 50%	96% Correct	Too High	1	2%
							Correct	46	94%
Below 370	Correct	1	2	Too Low	Correct 50%	4% Too Low	Too Low	2	4%
360 - up	Too High	2	46	Correct	Too High 100%	98% Correct	Too High	2	4%
							Correct	46	94%
Below 360	Correct	0	1	Too Low	Correct 0%	2% Too Low	Too Low	1	2%
350 - up	Too High	2	46	Correct	Too High 100%	98% Correct	Too High	2	4%
							Correct	46	94%
Below 350	Correct	0	1	Too Low	Correct 0%	2% Too Low	Too Low	1	2%
340 - up	Too High	2	46	Correct	Too High 100%	98% Correct	Too High	2	4%
							Correct	46	94%
Below 340	Correct	0	1	Too Low	Correct 0%	2% Too Low	Too Low	1	2%
330 - up	Too High	2	47	Correct	Too High 100%	100% Correct	Too High	2	4%
							Correct	47	96%
Below 330	Correct	0	0	Too Low	Correct 0%	0% Too Low	Too Low	0	0%
260 - up	Too High	2	47	Correct	Too High 100%	100% Correct	Too High	2	4%
							Correct	47	96%
Below 260	Correct	0	0	Too Low	Correct 0%	0% Too Low	Too Low	0	0%

Table 15.4

End-of-Semester Composite Scores on The College Board Achievement Test in Russian Listening-Reading in Relation to Student Performanceat Level II (Russian 407 and 804): Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Russian Validity Study of May 1974
(N = 49)

Guideline	Level II: Composite Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 15.1).	377 [a]
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 15.1).	260
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 15.3.)	380 or 390
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 15.3.)	340
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 15.2 for number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	370
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 15.3.)	260 - 330

[a] In operational use, this 3-digit College Board score would be rounded to the nearest zero on a 10-point scale (i.e., 380).